PDR – Making it count
A Reference Guide
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1. Introduction

This reference document is designed primarily for managers who will implement the PDR model but should also be available to all members of staff to assist them to understand and have ownership of their own PDR. It outlines the constituent parts of a PDR, when and what evidence is required to support performance and objectives, the use of a development plan and grading matrix.

It is accepted that the visual look of a PDR may differ from Force to Force (although changes other than formatting and incorporating Force logos are discouraged). Incorporation of these constituent parts and use of the Policing Professional Framework (PPF) which underpins it will provide the consistency required for evaluation. An exemplar PDR template is included (Appendix A pages 24 - 28) for use by forces.

It is fundamental that all staff have a clear understanding that a PDR will not by itself, maintain or improve performance. To be successful the process requires a willingness to be involved by the individual and active on going support being provided by the line manager.

1.1 Component Parts of a PDR

Although the exemplar template PDR should be used, forces seeking to devise their own profile must ensure as a minimum the PDR includes the following;

- Administration
- Objectives
- Development Plan (when required)
- Review meetings
- Assessment and evidence
- Grading mechanism
In addition, it should be based on the Professional Policing Framework (PPF) and personal qualities supporting the role profiles (Appendix B pages 29 - 35).

1.2 Assumption of Competence
This PDR is based on an Assumption of Competence in that it recognises that the majority of staff, once trained and experienced, usually perform their role to a high standard. The process requires both the line manager and individual to contribute evidence of performance against agreed objectives, PPF role profile and personal qualities.

To achieve competence, the majority of staff need only provide documented evidence of achievement against their objectives and any development areas. Based on their observations (against role profile and personal qualities) of the individual in the workplace, the line manager provides a written summary on that performance.

The nature and quality of the documented evidence is agreed or varied in formal meetings. However the evidence must be sufficient to allow the line manager to ethically determine competence against their current role.

Four other groups of staff sit outside the majority and for whom a higher level of management support is required:

- **New to Service, Rank, Role**

Where individuals are on a programme of role based learning (Initial Crime Investigators Development Programme (ICIDP), Financial Investigation course etc) evidence captured within that process should referenced by the individual and viewed by the line manager, but need not be replicated within the PDR.
If relevant, evidence that supports a line manager’s observation may be recorded in the line manager narrative on the assessment page.

This observation applies to all other material that may reflect good or developmental performance areas such as good work reports, commendations, case files etc.

Whilst it is a matter for individual forces, it is bureaucratic to expect probationary officers and staff undergoing a formal probationary process to engage in a second process, where the same or similar skills are being recorded and evaluated. Amendments should be made to either process that enables the individual to work to one process that meets the needs of that individual and the force concerned.

Lastly, as roles within the service change, line managers may need to assess whether the change is so significant that an individual requires additional support to assess and evidence how they have adapted to the parameters of their revised role.

- . Excelling Performers (Non HPDS)
Where a line manager grades or anticipates grading a member of staff as an Excelling Performance, then they should provide detailed documentary evidence to support that grading.

The objectives agreed should also be of a standard that would reflect this level of performance and which goes beyond being slightly challenging.
**Low Performing staff**

Where a line manager determines at any time during the PDR year that an individual is likely to fall within the Low Performer category, they must be proactive in attempting to redress the decline and not wait for a scheduled PDR meeting to address the issue. A fully documented development plan should be created (or updated if it already exists) so that both sides fully understand what action is required.

It must be noted that a grading of ‘Low Performer’ is not the start of Unsatisfactory Performance Procedures (UPP) or Incapability Procedure for police staff. The policies are distinct from each other and evidence under UPP or IP must be collected separately in line with the relevant policy.

There are however some generally well understood principles which should apply in such circumstances:

(a) the line manager must discuss any shortcoming(s) or concern(s) with the individual at the earliest opportunity and

(b) it would be quite wrong for the line manager to accumulate a list of concerns about the performance of the individual and wait until a scheduled review meeting to then discuss them.

Line managers may want to consider, with the consent of the individual, whether a relevant staff association / Union could be approached to assist or advise on any underlying issue particular to the group they represent. This may give a clearer understanding of issues pertinent to an individual’s circumstances that are impacting on their performance.
• **Career Development**

Where individuals are seeking promotion, specialist transfer or other career development, the line manager should consider agreeing to additional developmental objectives that provide evidence for the anticipated role, that run alongside an individual’s current core role or work based objectives.

Such an agreement can best be reached through an open discussion between both as to management of career expectations and what supportive objectives could be created to assist these goals.

Line managers and individuals should develop a relationship whereby they can have an honest and frank discussion around career development, particularly promotion for police officers, where expectations can be managed taking into account personal ability, development needs and likely vacancies within a desired role.

Police officers seeking promotion must meet the eligibility criteria prior to taking OSPRE® part 1, or where recognised, can demonstrate competence in current rank to undertake step 1 of the National Police Promotion Framework.

**Evidence for Excelling and Low Performers**

**Excelling Performers**

Where at any point during the PDR year the line manager determines that an individual is, or is likely to be graded as ’Excelling’, a meeting with that individual must be held at the earliest opportunity. Relevant objectives, over and above those required for competence in the role must be in place to support that grade.
Line managers must expect to be challenged on this grading by senior staff and will require substantial documented evidence to support their decision.

**Low Performers**

Where at any point during the PDR year the line manager determines that an individual is or is likely to be graded as ‘Low Performing’, a meeting with that individual must be held at the earliest opportunity. Relevant objectives and a supporting development plan must be put into place to support that individual and an appropriate level of evidence recorded to support the grading.

Line managers must expect to be challenged on this grading by senior staff and what action has been taken to improve performance. Documented evidence to support their initial decision, subsequent action and response by the individual must be retained by the line manager and is in addition to the evidence being collected by the individual as to their own performance.

Where a slip in standards is apparent the line manager should address it at the time and only seek to request detailed evidence when they believe there is a need to do so.

Line managers will in turn be observed by their own manager on how they manage their team.

**1.3 Objectives**

The capability approach of this PDR recognises that people have different requirements at different stages of their life and a person’s development needs will vary. However, irrespective of experience,
length of service or personal preference, everyone should look to maintain, develop or improve the skills or personal qualities relevant to their role.

Work related and personal development objectives are of equal importance, and whilst forces have the discretion to mandate either or both within their PDR system, all objectives should be given the appropriate level of consideration and support.

Objectives should clearly describe what an individual is expected to achieve but also provide the individual and any reviewer, a clear understanding of how it will improve performance in the role or improve the development of the individual in any of the Personal Qualities that support the role profile.

People are selected in part because of their individual differences and also for the skills they bring to their role. Whilst objectives should be challenging, managers must also be cognisant of the person’s ability to achieve them particularly where a common objective across a team or larger group is being considered.

Managers must reflect on the impact on that individual, and look to support the individual by amending objectives as personal and operational circumstances change.

**Work related Objectives**

All members of staff should have work related objectives that support the force, command or team objective(s) and is within their role profile to complete.
**Personal development objectives**

Personal development objectives should be directed to improving performance in the role or development in any of the personal qualities that underpin that role.

**Career development objectives**

As discussed above, individuals will often seek from their line manager development opportunities to support promotion or lateral development opportunities.

Whilst managers should endeavour to provide such support, an open and frank discussion should first be conducted to establish, what skills, abilities and competencies they already possess, what they need to achieve their goal, what is actually achievable taking into account likely vacancies or opportunities within the force.

Where suitable activity to support the request can be agreed, they should be undertaken within an objective or series of objectives that enables suitable evidence to be captured. Both parties should however give consideration as to whether objectives could be so constructed, that they provide evidence of competency in the core role as well as the intended further development.

Line managers need to ensure that options for development are open to all and individuals are not ‘pre selected’ or favoured as being suitable candidates. Even where staff cannot be supported with career development at that time, line managers may wish to consider longer term planning that would provide an individual with the necessary skills or evidence.
Disputes over objectives will rarely arise if a clear explanation of the rationale and benefits is given. Problems may occur where timescales or opportunity to undertake the objective are not viewed by one side or the other as being appropriate.

Both the line manager and individual should make every effort to work through these difficulties including seeking advice when necessary. Where resolution cannot be obtained, the second line manager should be asked to mediate. Should the issue remain unresolved, formal processes may then be considered.

**Specific, Measurable, Achievable, Relevant, Time Related (SMART) Objectives.**

Whilst the use of SMART objectives is widely used across the police service, not all forces use the extended process that includes Evaluated and Reviewed (SMARTER). Therefore this reference document refers to the shorter version only.

When setting SMART objectives many people focus simply on quantifiable measures. Whilst quantifiable measures are easier to develop they are not necessarily the most appropriate. For example setting an objective for a police constable to visit the vicinity of a nightclub each night duty to prevent public disorder or for a financial assistant to process within 10 days, 90% of all invoices received, may meet SMART criteria, but is not directly addressing a development need.
A key part in agreeing the SMART objective is an understanding on both sides as to exactly what is the objective designed to achieve. A simple check would be for both to ask ‘What is the outcome if this objective is met’ (strategic) and ‘what do I learn from it’ (development).

Therefore the objective could be written “To improve problem solving skills, engage with management and security staff at the nightclub to develop joint plans to reduce incidents of public disorder by 10% over the next year” or “to improve IT skills, team working and problem solving, develop with I.T. a spreadsheet to track receipt and processing of all invoices to meet 10 day response target”.

The key issue in these examples is the development of key behaviour areas supporting the role, which still tie into strategic requirements of the force or personal qualities within the Policing Professional Framework.

**Number of SMART objectives**

Within the PDR, an individual should have a manageable number of SMART objectives based on their individual role profile, personal development needs and the strategic needs of the organisation.

Chief Officers will determine the number, balance and frequency of objectives to be allocated in their own force area, but between 4 and 6 objectives are usual across the police service. It is a local decision as to whether the number of objectives is set for the year or part of a rolling programme of objectives.
2. The Development Plan

A development plan (or action plan) is not required in every PDR nor is it required to cover every objective or performance issue where a plan is introduced.

It should be used where clarity, at the time or in the future is required as to how the objective should be undertaken and the expected outcome or measure of success.

A development plan should be considered as mandatory where individuals are within or move to the Low Performer category but should also be adopted at the request of the individual or the line manager in any other circumstances.

Having agreed the objectives and where appropriate a development plan, the line manager must provide the opportunity and support for the individual to attain their objectives. It remains the responsibility of the individual to achieve the objectives.

Where barriers are encountered to attainment of the objectives, amendments to the development plan, if used, should be agreed and supported by the line manager.

The development plan must be simple in construction, easy to read and cover the key issues

- The objective to be achieved.
- A brief summary as to how the objective can be met.
- Timescale in which it should be met.
- What success will look like?
A development plan is a living document subject to regular, agreed amendment each time the line manager and individual come together to review progress and address development needs.

3. Self Assessment and Evidence gathering.

Documented self assessment and observational evidence required to support the PDR fall into three distinct areas:

(a) Evidence by the individual on what action they have taken to progress their objectives.

(b) Evidence by the individual of good work, areas of development or activity showing how they have identified and addressed equality issues.

(c) Line manager narrative on observed performance.

The combination of documented evidence and observed performance provides the line manager with the evidence as to whether an individual is competent in their role.

Whilst the parameters regarding the level of ‘recorded’ self assessment evidence should be agreed at the beginning of the year (or any time where change in performance is noted or required), the rationale guiding the line manager should be that for most staff, observational evidence based on daily or regular supervision of the individual will form the bulk of the evidence. Detailed or further evidence should not be requested or recorded merely because of a speculative risk or ‘what if…..’ scenarios.
3.1 Completion of Assessment Record

Self Assessment

Whilst it is not the purpose of this reference document to mandate self-assessment for all individuals as part of the PDR, Chief Officers may wish to consider the benefits of such action at a local level. Self assessment enables structured reflection on recent performance to identify what has gone well and what has been an area of challenge.

Recording self assessment evidence allows the individual to reflect on their experiential learning and allows the line manager the opportunity to consider appropriate forms of reward for success, as well as to address areas for further development. Additionally, establishing a record of assessment across the team may help the line manager identify areas for their own development in terms of addressing a team development need.

3.2 Appraisee Self Assessment Evidence

The self assessment form is completed by the appraisee before the scheduled review meeting and ideally the evidence will have been recorded close in time to the occurrence itself.

The evidence will show how they have

- progressed against their agreed objectives
- areas of good performance
- any developmental requirements
- how they have supported equality and diversity within their role.

The self assessment not only provides evidence of performance, but highlights areas for discussion with the line manager to acknowledge good work, identify concerns or provide additional support for individual performance and development.
In agreeing the evidential requirements with their line manager, an individual should ensure that sufficient evidence is captured that if relevant, also meets their career needs. This may be in excess of the line manager’s requirements in determining competency in the current role, but staff should accept that the onus for collecting information or evidence lies with them.

3.3 Continuous Professional Development

Individuals subject to Continuous Professional Development also produce relevant evidence which can be taken into account by the line manager but whilst it should be viewed and referred to in the PDR, it need not be duplicated unless there is a good reason to do so.

3.4 Line Manager Evidence

After the meeting a short narrative statement is recorded by the line manager as to the key points discussed and their observations as to performance based on the role profile and the relevant personal qualities under the PPF.

As a minimum, the statement should reflect success, barriers and if relevant changes to the development plans. The individual must be given the opportunity to review and comment on this narrative statement.

Where at any time during the PDR year, role or behavioural performance becomes a development issue, this can be specifically addressed through further or revised objectives for improvement. Agreement will then be reached between the individual and line manager as to the level of evidence to be documented.
Where a single adverse performance issue occurs, whilst the event may need to be noted in the PDR, the line manager must look at circumstances to determine if it is such that it should affect an overall performance grade.

In coming to this judgement the line manager should evaluate the incident in terms of role profile and personal qualities, the outcome and the individuals’ response to it? Where necessary they should seek advice of the second line manager or HR.

4. Review Meetings

Formal meetings should be held at the commencement of the PDR year to agree objectives and level of evidence required. Interim meetings can then be held at the line manager’s discretion (maximum of monthly, minimum of bi annually). Review meetings are key to an effective PDR and as such should be prioritised and diarised events. They are to be held in addition to the ad hoc interaction that takes place between managers and staff on a regular basis as part of normal working life.
### 4.1 Meeting Schedules - EXAMPLES ONLY

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of PDR year</td>
<td>1st week of April</td>
<td>Agree objectives, set development plan and agree level of evidence required</td>
</tr>
<tr>
<td>Interim Review 1</td>
<td>1st week of August</td>
<td>Review period April – July and development plan</td>
</tr>
<tr>
<td>Interim Review 2</td>
<td>1st week of December</td>
<td>Review period August – November and development plan</td>
</tr>
<tr>
<td>End of Year Review (3)</td>
<td>1st week April</td>
<td>Review period December to March and agree end of year summary &amp; grading</td>
</tr>
<tr>
<td>New PDR year</td>
<td>1st week of April</td>
<td>Agree objectives, set development plan and agree level of evidence required</td>
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</table>

The aim of review meetings is to assess the activity in the previous period only and to identify what if any development is required to support the individual in their role or along a career pathway.
As review evidence is prepared before or subsequent to the meeting, most meetings will ideally be managed within 15 - 30 minutes for more regular meetings, to 1 - 2 hours for bi-annual meetings.

This is not to say that meetings should be curtailed prematurely and managers should extend a meeting for as long as necessary or arrange further meetings if necessary to address all of the issues they or the individual wish to discuss.

Managers may also wish to set aside additional time to allow for a more detailed discussion of performance; a need for this may arise from circumstances particular to an individual, or from circumstances impacting on an individual. Such action may help managers overcome a possible lack of understanding around activity, capability or personal issues affecting an individual’s performance.

5. Grading Matrix

The grading matrix is to be used primarily at the end of the PDR year to reflect the level of performance across the year. The line manager, using the marking grid, may wish to give an interim grading at the end of a meeting but this is for information only and is not recorded. It simply allows staff members to understand their current level of performance and consider the nature and pace of their development needs. Only at the end of the PDR year should a formal grading be recorded.

6. End of Year assessment

The end of year meeting covers two separate areas, the final end of period assessment and the overall end of year assessment and grading. Line managers should first deal with the end of period
assessment in exactly the same way as the previous assessments. Once this is completed, then the overall end of year assessment can commence.

7. Setting the grading score
Line managers, in determining the end of year grade, will look at the recorded evidence on the self assessment forms, attainment or otherwise of objectives and response to development plans. They will also consider their own personal observation of the individual as to how the individual performed their role.

The line manager will then use the explanatory notes within each grade box to select the most appropriate overall grade. In essence the line manager is asked to evaluate a person’s competence and performance by asking the following questions; “Has the individual met, not met or exceeded their objectives?” “Was there any difficulty in meeting those objectives?” and “Has the individual met, not met or exceeded the range of personal qualities required in performing the role?”

The notes will also act as rationale for the score when the line manager and individual meet to discuss the overall performance.

A decision can then be made as to (a) competence in the role and (b) the level of performance achieved over the year. This should then inform the development or objective discussion for the next PDR year.
8. Role of second line manager

The requirement to have a second line manager or countersigning manager is optional and left to the discretion of chief officers. That said, staff attending the various consultative meetings voiced strong support for the role in that it gave confidence as to impartiality of the process, ensured it was free from intentional or unintentional bias and provided a feeling of being valued.

Second line managers should ensure that they meet with line managers to discuss expected standards, consistency and any concerns the first line manager may have regarding the PDR process. Part of their role is to ensure good preparation takes place first line manager reviews are completed for the PDR process to be successful.

The main role of the second line manager is to ensure that the PDR’s in relation to their staff are fair, objective, honest and ethical. They have an important initial role in quality assuring PDR’s and should pay active attention to:

- The objectives being set - are they SMART, sufficiently stretching and do they link to strategic objectives?
- Whether the PDR decisions are fair - has the line manager shown any prejudice, discrimination, victimisation or harassment in the grading of their staff?
- Whether the PDR decisions are honest - has the line manager graded someone appropriately or have they simply said everyone is competent?
- The development plan – is it feasible and a true reflection of the individual’s development needs?
- A joint PDR process – does the individual agree with the decision made by their manager?
Equality of opportunity - that where appropriate, there is evidence of providing or promoting equal opportunity for all staff.

Their role as mediator - mediating between line manager and individual if there is disagreement over the PDR grading, comments or objectives.

Good management practice also advocates that meeting with a ‘small’ number of individuals should be considered as part of wider team supervision. Such activity also provides the second line manager with additional evidence (to their own observations) regarding the managerial / leadership skills for the line managers PDR.

Where there is disagreement as to grade or the PDR itself, discussion between the individual and line manager should resolve many issues. Where resolution cannot be achieved, the matter should be referred to the second line manager for mediation, and if this is not successful, appropriate internal action should be taken in line with local policies.

Line managers and second line manager’s should be flexible in listening to concerns, accepting further evidence if available and changing decisions if it is shown to be based on inaccurate or misunderstood information. However, the decision as to competence remains with the line manager and should be supported in the absence of any mitigating circumstances. If matters cannot be resolved then alternative procedures may be considered.
9. Equality and Diversity

The Equality Act 2010 (www.equalities.gov.uk) provides a legislative framework to protect the rights of individuals and advance equality of opportunity for all, protection for individuals from unfair treatment and the promotion of a fair and more equal society.

In addition, it identifies additional specific requirements for public authorities (known as the public sector equality duty) to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not.

The Act list nine protected characteristics that are covered by the legislation: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Everyone will therefore fall within at least five of the characteristics.

Whilst marriage and civil partnership are not defined as a relevant protected characteristic under the Public Sector Equality Duty, the duty still requires public authorities to have due regard to the need to eliminate unlawful discrimination, and victimisation against an individual because of marriage or civil partnership.

Forces are reminded that when introducing a revised or new PDR they must ensure that it does not unlawfully discriminate or harass against any person because of a protected characteristic identified within the Equality Act 2010.
This means that Forces must consider the impact on equality of their PDR process and monitor it in respect of the relevant protected characteristics to ensure that there is no unlawful discrimination.

It is recognised that at an individual level equality and diversity must be mainstreamed within everything we do, treating everyone with dignity and respect according to their needs. Whilst advances in this area have undoubtedly been made, diversity and equality remains a cornerstone for the service where individual action directly links to improving performance.

All staff should therefore consider evidencing their understanding of equality and diversity by recording within the PDR, experiences or development opportunities that have made a difference to their performance and which provided positive equality and diversity outcomes. For example, this could be part of the Personal Quality descriptor ‘Professionalism’, or any of the other behaviours relevant to their role profile.
Appendix A

Meeting at Start of PDR Year

- Excelling performer
- Low performer
- Career development
- New to role

An Assumption of Competence based on previous PDR

Agree level of evidence to be collected

Minimal evidence recorded. Line manager observation only

Agree objectives and development plan

Meeting 2 (3, 4 etc).
Review previous period ONLY.
Amend objectives/development plan if required.
Matrix score is optional at this stage.

End PDR year meeting
Firstly review previous period ONLY.
Then complete the overall end of year assessment - Matrix grade score mandatory based on observation and self assessment or full evidence (as appropriate) over the full year.

Individual to comment on whole PDR

Second Line Manager (or HR) for QA review
(EXEMPLAR) Performance and Development Review

<table>
<thead>
<tr>
<th>Name</th>
<th>Staff / Wt No</th>
</tr>
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<tbody>
<tr>
<td>Rank / Grade</td>
<td>OCU / Dept</td>
</tr>
<tr>
<td>Role</td>
<td>Date of Joining or Promotion</td>
</tr>
<tr>
<td>Other roles</td>
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<tr>
<td>Line Manager</td>
<td>Staff / Wt No</td>
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**Personal Objectives**

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Met / Not Met</th>
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<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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</table>

**Work Based Objectives**

| 3. | |
| 4. | |
| 5. Team Leaders/Managers only – | |

**Personal Qualities (example as for Constable)**

<table>
<thead>
<tr>
<th>Serving the public</th>
<th>Openness to change</th>
<th>Service delivery</th>
<th>Professionalism</th>
<th>Decision making</th>
<th>Working with others</th>
<th>End of Year Grade</th>
<th>Remains Competent</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes / No</td>
<td>For next PDR</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Period under review</th>
<th>Describe progression towards objectives or service delivery</th>
<th>Summarise your learning, achievements and any equality outcomes this period</th>
<th>Agreed summary of performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>April to July</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August to November</td>
<td></td>
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<td></td>
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<tr>
<td>December to March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of Year Summary</td>
<td>Signed</td>
<td>Dated</td>
<td></td>
</tr>
<tr>
<td>Appraisee comments</td>
<td>Signed</td>
<td>Dated</td>
<td></td>
</tr>
<tr>
<td>2nd Line Manager comments</td>
<td>Signed</td>
<td>Dated</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Staff Wt No</td>
<td>Rank / Grade</td>
<td>OCU / Dept</td>
</tr>
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<td>---------------</td>
<td>-------------</td>
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<td>------------</td>
</tr>
<tr>
<td>Development or Objective &amp; Priority</td>
<td>Activity required to support development</td>
<td>Timescale</td>
<td>What success will look like</td>
</tr>
<tr>
<td>Priority 1</td>
<td>To perform core role</td>
<td>Priority 2</td>
<td>To support key objective</td>
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<tr>
<td>Priority 3</td>
<td>All other training needs</td>
<td>Priority 4</td>
<td>Supported vocational</td>
</tr>
</tbody>
</table>
### PPF Personal Qualities (PQ’s)

#### Developing

1. **Potentially Strong Performance**
   - Exceeded full set of challenging objectives
   - Demonstrated full range of PQ’s

2. **Satisfactory Performance**
   - Met all objectives
   - Exceeded some objectives
   - Demonstrated full range of PQ’s

3. **Low Performance**
   - Not met most of less challenging objectives
   - Met less challenging objectives but not improved PQ’s in own role.

#### Fully Effective

2. **Strong Performance**
   - Exceeded full set of challenging objectives
   - Strongly demonstrated full range of PQ’s
   - Demonstrated some PQ’s at a higher grade or rank

3. **High Performance**
   - Met a full set of challenging objectives
   - Exceeded some objectives
   - Strongly demonstrated PQ’s in own role and some of a higher grade or rank

#### Exceeded

3. **Excelling Performance**
   - Exceeded full set of challenging objectives
   - Strongly demonstrated a full range of PQ’s
   - Strongly demonstrated many PQ’s at a higher grade or rank

3. **Potentially Satisfactory Performance**
   - Met less challenging objectives but required a lot of support
   - Not met all objectives but met PQ’s for that rank / grade

3. **Managed Performance**
   - Met less challenging objectives but required a lot of support
   - Not met all objectives but met PQ’s for that rank / grade

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Policing Professional Framework

Personal Qualities
### Executive
(ACPO / Force Command Team)

#### Serving the public
Promotes a real belief in public service, focusing on what matters to the public and will best serve their interests. Ensures that all staff understand the expectations, changing needs and concerns of different communities, and strive to address them. Builds public confidence by actively engaging with different communities, agencies and strategic stakeholders, developing effective partnerships at a local and national level. Understands partners' perspectives and priorities, working co-operatively with them to develop future public services within budget constraints, and deliver the best possible overall service to the public.

#### Leading strategic change
Thinks in the long term, establishing a compelling vision based on the values of the Police Service, and a clear direction for the force. Instigates and delivers structural and cultural change, thinking beyond the constraints of current ways of working, and is prepared to make radical change when required. Identifies better ways to deliver value for money services that meet both local and national needs, encouraging creativity and innovation within the force and partner organisations.

#### Leading the workforce
Inspires people to meet challenging organisational goals, creating and maintaining the momentum for change. Gives direction and states expectations clearly. Talks positively about policing and what it can achieve, building pride and self-esteem. Creates enthusiasm and commitment throughout the force by rewarding good performance, and giving genuine recognition and praise. Promotes learning and development within the force, giving honest and constructive feedback to colleagues and investing time in coaching and mentoring staff.

#### Managing Performance
Translates the vision into action by establishing a clear strategy and ensuring appropriate structures are in place to deliver it. Sets ambitious but achievable timescales and deliverables, and monitors progress to ensure strategic objectives are met. Identifies and removes blockages to performance, managing the workforce and resources to deliver maximum value for money. Defines what good performance looks like, highlighting good practice. Confronts underperformance and ensures it is addressed. Delegates responsibilities appropriately and empowers people to make decisions, holding them to account for delivery.

#### Professionalism
Acts with integrity, in line with the values and ethical standards of the Police Service. Delivers on promises, demonstrating personal commitment, energy and drive to get things done. Defines and reinforces standards, demonstrating these personally and fostering a culture of personal responsibility throughout the force. Asks for and acts on feedback on own approach, continuing to learn and adapt to new circumstances. Takes responsibility for making tough or unpopular decisions, demonstrating courage and resilience in difficult situations. Remains calm and professional under pressure and in conditions of uncertainty. Openly acknowledges shortcomings in service and commits to putting them right.

#### Decision making
Assimilates complex information quickly, weighing up alternatives and making sound, timely decisions. Gathers and considers all relevant and available information, seeking out and listening to advice from specialists. Asks incisive questions to test facts and assumptions, and gain a full understanding of the situation. Identifies the key issues clearly, and the inter-relationship between different factors. Considers the wider impact and implications of different options at a local and national level, assessing the costs, risks and benefits of each. Prepared to make the ultimate decision, even in conditions of ambiguity and uncertainty. Makes clear, proportionate and justifiable decisions, reviewing these as necessary.

#### Working with others
Builds effective working relationships through clear communication and a collaborative approach. Maintains visibility and ensures communication processes work effectively throughout the force and with external bodies. Consults widely and involves people in decision-making, speaking in a way they understand and can engage with. Treats people with respect and dignity regardless of their background or circumstances, promoting equality and the elimination of discrimination. Treats people as individuals, showing tact, empathy and compassion. Negotiates effectively with local and national bodies, representing the interests of the Police Service. Sells ideas convincingly, setting out the benefits of a particular approach, and striving to reach mutually beneficial solutions. Expresses own views positively and constructively. Fully commits to team decisions.
### Senior manager  
(Chief Superintendent / Superintendent and police staff senior manager)

#### Serving the public
Promotes a real belief in public service, focusing on what matters to the public and will best serve their interests. Ensures that all staff understand the expectations, changing needs and concerns of different communities, and strive to address them. Builds public confidence by actively engaging with different communities, agencies and strategic local stakeholders, developing partnerships and ensuring people can engage with the police at all levels. Understands partners' perspectives and priorities, and works co-operatively with them to deliver the best possible overall service to the public.

#### Leading change
Establishes a clear future picture and direction for the operational unit, focused on delivering the force vision and strategy. Identifies and implements change needed to meet force objectives, thinking beyond the constraints of current ways of working, and is prepared to make radical change when required. Thinks in the long-term, identifying better ways to deliver value for money services that meet both local and force needs. Encourages creativity and innovation within the Operating Unit.

#### Leading people
Inspires people to meet challenging organisational goals, creating and maintaining the momentum for change. Gives direction and states expectations clearly. Talks positively about policing and what it can achieve, building pride and self-esteem. Creates enthusiasm and commitment by rewarding good performance, and giving genuine recognition and praise. Promotes learning and development, giving honest and constructive feedback to help people understand their strengths and weaknesses, and invests time in coaching and mentoring staff.

#### Managing Performance
Creates a clear plan to deliver operational unit performance in line with force strategy and objectives. Agrees demanding but achievable objectives and priorities for the operational unit, and assigns resources to deliver them as effectively as possible. Identifies opportunities to reduce costs and ensure maximum value for money is achieved. Highlights good practice and uses it to address underperformance. Delegates responsibilities appropriately and empowers others to make decisions. Monitors progress and holds people to account for delivery.

#### Professionalism
Acts with integrity, in line with the values and ethical standards of the Police Service. Delivers on promises, demonstrating personal commitment, energy and drive to get things done. Defines and reinforces standards, demonstrating these personally and fostering a culture of personal responsibility within the operational unit. Asks for and acts on feedback on own approach, continuing to learn and adapt to new circumstances. Takes responsibility for making tough or unpopular decisions. Demonstrates courage and resilience in difficult situations, defusing conflict and remaining calm and professional under pressure.

#### Decision making
Assimilates complex information quickly, weighing up alternatives and making sound, timely decisions. Gathers and considers all relevant and available information, seeking out and listening to advice from specialists. Asks incisive questions to test facts and assumptions, and gain a full understanding of the situation. Identifies the key issues clearly, and the inter-relationship between different factors. Considers the wider implications of different options, assessing the costs, risks and benefits of each. Makes clear, proportionate and justifiable decisions, reviewing these as necessary.

#### Working with others
Builds effective working relationships with people through clear communication and a collaborative approach. Maintains visibility to staff and ensures communication processes work effectively throughout the operational unit. Consultants widely and involves people in decision-making, speaking to people in a way they understand and can engage with. Treats people with respect and dignity regardless of their background or circumstances, promoting equality and the elimination of discrimination. Treats people as individuals, showing tact, sympathy and compassion. Sells ideas convincingly, setting out benefits of a particular approach, and striving to reach mutually beneficial solutions. Expresses own views positively and constructively, and fully commits to team decisions.
### Middle manager  
**Chief Inspector / Inspector and police staff middle manager**

#### Serving the public

Demonstrates a real belief in public service, focusing on what matters to the public and will best serve their interests. Ensures that all staff understand the expectations, changing needs and concerns of different communities, and strive to address them. Builds public confidence by actively engaging with different communities, partners and stakeholders. Identifies the best way to deliver services to different communities. Understands partners’ perspectives and priorities, and works co-operatively with them to deliver the best possible overall service to the public.

#### Leading change

Positive about change, adapting to changing circumstances and encouraging flexibility in others. Identifies and implements improvements to service delivery, engaging people in the change process and encouraging them to contribute ideas. Finds more cost-effective ways to do things, taking an innovative approach to solving problems and considers radical alternatives. Asks for and acts on feedback, learning from experience and continuing to develop own professional skills and knowledge.

#### Leading people

Inspires people to meet challenging goals, maintaining the momentum of change. Gives direction and states expectations clearly. Talks positively about policing, creating enthusiasm and commitment. Motivates staff by giving genuine praise, highlighting success and recognising good performance. Gives honest and constructive feedback to help people understand their strengths and weaknesses. Invests time in developing people by coaching and mentoring them, providing developmental opportunities and encouraging staff to take on new responsibilities.

#### Managing Performance

Translates strategy into specific plans and actions, effectively managing competing priorities with available resources. Takes a planned and organised approach to achieving objectives, defining clear timescales and outcomes. Identifies opportunities to reduce costs and ensure maximum value for money is achieved. Demonstrates forward thinking, anticipating and dealing with issues before they occur. Delegates responsibilities appropriately and empowers others to make decisions. Monitors progress and holds people to account for delivery, highlighting good practice and effectively addressing underperformance.

#### Professionalism

Acts with integrity, in line with the values and ethical standards of the Police Service. Acts on own initiative to address issues, showing energy and determination to get things done. Takes ownership for resolving problems, demonstrating courage and resilience in dealing with difficult and challenging situations. Upholds professional standards, acting as a role model to others and challenging unprofessional conduct or discriminatory behaviour. Asks for and acts on feedback, learning from experience and continuing to develop own professional skills and knowledge. Remains calm and professional under pressure, defusing conflict and being prepared to make unpopular decisions or take control when required.

#### Decision making

Gathers, verifies and assesses all appropriate and available information to gain an accurate understanding of situations. Considers a range of possible options, evaluating evidence and seeking advice where appropriate. Makes clear, timely, justifiable decisions, reviewing these as necessary. Balances risks, costs and benefits, thinking about the wider impact of decisions. Exercises discretion and applies professional judgement, ensuring actions and decisions are proportionate and in the public interest.

#### Working with others

Builds effective working relationships with people through clear communication and a collaborative approach. Maintains visibility by regularly interacting and talking with people. Consults widely and involves people in decision-making, speaking to people in a way they understand and can engage with. Treats people with respect and dignity regardless of their background or circumstances, promoting equality and the elimination of discrimination. Treats people as individuals, showing tact, empathy and compassion. Sells ideas convincingly, setting out the benefits of a particular approach, and striving to reach mutually beneficial solutions. Expresses own views positively and constructively, and fully commits to team decisions.
### Supervisory manager
(Sergeant and police staff supervisor)

#### Serving the public
Demonstrates a real belief in public service, focusing on what matters to the public and will best serve their interests. Understands the expectations, changing needs and concerns of different communities, and strives to address them. Builds public confidence by talking with people in local communities to explore their viewpoints and break down barriers between them and the police. Understands the impact and benefits of policing for different communities, and identifies the best way to deliver services to them. Develops partnerships with other agencies to deliver the best possible overall service to the public.

#### Leading change
Positive about change, adapting rapidly to different ways of working. Flexible and open to alternative approaches to solving problems, and encourages flexibility in others. Constantly looks for ways to improve service delivery and value for money, making suggestions for change and encouraging others to contribute ideas. Takes an innovative and creative approach to solving problems.

#### Leading people
Inspires team members to meet challenging goals, providing direction and stating expectations clearly. Acknowledges the achievements of individuals and teams by recognising and rewarding good work. Recognises when people are becoming demotivated and provides encouragement and support. Gives honest and constructive feedback to help people understand their strengths and weaknesses. Coaches and guides team members, identifying and addressing areas for development.

#### Managing performance
Understands the organisation's objectives and priorities, and how own work fits into these. Plans and organises tasks effectively to maintain and improve performance. Sets clear objectives and outcomes. Manages multiple priorities, thinking things through in advance, balancing resources and coordinating activity to complete tasks within deadlines. Knows the strengths of team members, delegating appropriately and balancing workloads across the team. Monitors delivery to ensure tasks have been completed to the right standard, and tackles poor performance effectively.

#### Professionalism
Acts with integrity, in line with the values and ethical standards of the Police Service. Takes ownership for resolving problems, demonstrating courage and resilience in dealing with difficult and potentially volatile situations. Acts on own initiative to address issues, showing a strong work ethic and demonstrating extra effort when required. Upholds professional standards, acting as a role model to others and challenging unprofessional conduct or discriminatory behaviour. Asks for and acts on feedback, learning from experience and continuing to develop own professional skills and knowledge. Remains calm and professional under pressure, defusing conflict and being prepared to step forward and take control when required.

#### Decision making
Gathers, verifies and assesses all appropriate and available information to gain an accurate understanding of situations. Considers a range of possible options before making clear, timely, justifiable decisions. Reviews decisions in the light of new information and changing circumstances. Balances risks, costs and benefits, thinking about the wider impact of decisions. Exercises discretion and applies professional judgement, ensuring actions and decisions are proportionate and in the public interest.

#### Working with others
Works co-operatively with others to get things done, willingly giving help and support to colleagues. Is approachable, developing positive working relationships and a good team spirit. Explains things well, ensuring instructions are understood and talks to people using language they understand. Listens carefully and asks questions to clarify understanding, expressing own views positively and constructively. Persuades people by stressing the benefits of a particular approach, keeping them informed of progress and managing their expectations. Is courteous, polite and considerate, showing empathy and compassion. Deals with people as individuals and addresses their specific needs and concerns. Treats people with respect and dignity, dealing with them fairly and without prejudice regardless of their background or circumstances.
| **Practitioner**  
( constable and police staff practitioner) |
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## Overview

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Executive level – ACPO Officers and staff  
Senior manager – Chief Superintendent, Superintendent and police staff senior manager  
Middle manager – Chief Inspector, Inspector and police staff middle manager  
Supervisory manager – Sergeant and police staff supervisors  
Practitioner – Constable and police staff practitioners.