

<p>2. be able to prepare for individuals' performance reviews in line with policing requirements</p>	<p>2.1 agree with individuals which standards and / or objectives they are to be reviewed against</p> <p>2.2 identify with individuals the actions they need to take to prepare for performance reviews</p> <p>2.3 agree fair, safe, valid and reliable performance review methods to be used with individuals</p> <p>2.4 review available evidence prior to performance reviews</p> <p>2.5 prepare performance review documentation</p>	<p>2.2 To include agreeing dates, times and places for performance reviews, allowing sufficient notice for all parties</p> <p>2.3 Review methods must align with police ethics</p> <p>2.3 Sources of supporting evidence to be agreed with individuals</p>
<p>3. be able to conduct performance reviews with individuals in line with policing requirements</p>	<p>3.1 encourage self-reflection on performance by individuals against agreed standards and / or objectives</p> <p>3.2 review individuals' performance against agreed standards and / or objectives</p> <p>3.3 make justified and objective decisions about individuals' performance that are measured against agreed standards and / or objectives</p> <p>3.4 record outcomes of performance reviews</p>	<p>3.3 To include HR related performance standards</p> <p>3.3 Decisions must align with police ethics</p>
<p>4. be able to provide effective feedback following performance reviews in line with policing requirements</p>	<p>4.1 give individuals constructive feedback on their performance</p> <p>4.2 agree with individuals any developmental activities which align to both organisational and individuals' aims</p> <p>4.3 provide information on the outcomes of performance reviews to authorised individuals</p>	<p>4.3 Appropriate HR personnel, reviewer's line manager</p>
<p>5. be able to evaluate own</p>	<p>5.1 seek feedback from</p>	

practice following the conduct of performance reviews with individuals in policing	<p>reviewed individuals</p> <p>5.2 reflect on own practice in managing performance review processes</p> <p>5.3 identify how areas for potential development may be met</p>	5.3 Personal Development Plan
Additional information about this unit		
Unit aim(s)	This unit is about reviewing the performance of individuals against policing standards and / or objectives. It is aimed at those working towards or those who already have first line management responsibility for the performance management of others. It may also be relevant to those who do not line manage individuals, but use performance reviews as part of another process such as coaching.	
Unit expiry date	August 2019	
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	CFAM&LDB4	
Details of the relationship between the unit and other standards or curricula (if appropriate)	College of Policing Core Leadership Programme (CLP)	
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This unit requires the workplace assessment of occupational competence. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p> <p>Simulation is not allowed for any performance evidence within this standard. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit.</p> <p>This unit can be assessed by personnel who have undertaken training in and who work to the Police Sector Standard for the Training of Assessors.</p>	
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for policing and law enforcement, and the College of Policing, the professional body for policing in England and Wales	

Location of the unit within the subject/sector classification system	1.4
Name of the organisation developing the unit	Skills for Justice / College of Policing
Availability for delivery	April 2016

Indicative unit TQT calculations				
	Formal input, e.g. contact time with tutor	Directed (but not supervised) & other learning, e.g. research, practice, reflection, etc.	Assessment	Total time
Knowledge & understanding	12	6	2	20
Assimilation of learning	2	24	3	29
Portfolio development	2	4	2	8
Total hours	16	34	7	57
			Credits (TQT / 10)	6