



**UniMAC**  
UNIVERSITY OF MEDIA, ARTS AND COMMUNICATION

# BULLETIN

## PERFORMANCE MANAGEMENT POLICY FOR STAFF

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# **PERFORMANCE MANAGEMENT POLICY FOR STAFF**

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## DEFINITIONS

- I. **Performance Appraisal:** A structured and systematic approach to assessing and reviewing an employee's job performance in alignment with predefined organizational criteria and objectives.
- II. **Appraisee:** The individual employee undergoing a formal evaluation of their job performance, competencies, and contributions within a specified review period.
- III. **Appraiser:** The designated supervisor, manager, or evaluator responsible for overseeing the appraisal process, providing constructive feedback, and determining performance outcomes.
- IV. **Performance Objectives:** Collaboratively established SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals tailored to each employee's role, designed to align individual contributions with organizational priorities.
- V. **Key Performance Indicators (KPIs):** Defined metrics utilized to objectively assess the extent to which an employee has achieved their performance objectives, offering insights into effectiveness and areas for development.
- VI. **Performance Improvement Plan (PIP):** A structured framework detailing identified performance gaps, actionable steps for improvement, and measurable milestones to be attained within an agreed-upon timeline.
- VII. **Rating Scale:** A standardized grading system

## **FOREWORD**

At the University of Media, Arts and Communication (UniMAC), we recognise that our people are our greatest asset. The growth, relevance, and long-term impact of our institution are fundamentally driven by the commitment, creativity, and professionalism of our staff. As Vice-Chancellor, I am proud to introduce the UniMAC Performance Appraisal Policy, an essential component of our institutional drive for excellence in teaching, research, administration, and service.

This policy is a cornerstone of our commitment to fostering a high-performance culture rooted in accountability, innovation, and continuous improvement. It aligns with UniMAC's founding purpose: to provide higher education and disseminate knowledge related to the development of the media, arts and communication industry and supports our aspiration to become a "beacon of excellence in higher education in Africa. It provides a structured, fair, and transparent framework for assessing individual contributions while promoting professional growth and aligning performance with the University's strategic goals.

Grounded in our core values of integrity, excellence, creativity, inclusivity, and service, the policy encourages initiative, recognises hard work, and empowers staff at all levels to thrive. By setting clear expectations and facilitating regular, constructive feedback, it ensures that each staff member is supported in realising their potential and contributing meaningfully to UniMAC's mission of producing highly skilled graduates and thought leaders for the media and creative industries in Ghana and beyond.

I wish to acknowledge the Human Resources Directorate for their diligence, professionalism, and collaborative approach in developing this policy. Their engagement with stakeholders across the University has resulted in a robust and practical framework that reflects both global best practices and the unique context of our institution.

As we implement this policy, I encourage all staff and supervisors to engage with it actively and in the spirit of shared responsibility. Together, we can build and sustain a culture of excellence, innovation, and mutual accountability - ensuring UniMAC continues to lead with impact, purpose, and distinction.

**Professor Eric Opoku Mensah**  
Vice-Chancellor  
University of Media, Arts and Communication  
April 2026

## 1.0 INTRODUCTION

The University of Media, Arts and Communication (UniMAC) prioritizes excellence in teaching, research, institutional service, and the professional advancement of its staff by cultivating a dynamic and progressive academic environment, underpinned by a culture of continuous improvement. Central to this ethos is the belief that continuous improvement is not only a strategic imperative but a shared responsibility among all members of the UniMAC community. To institutionalize this vision, the University has formally enacted a Performance Appraisal Policy, designed to serve as a robust, equitable, and transparent mechanism for assessing the contributions of all staff members, regardless of their roles or responsibilities.

This policy is anchored in the principle that effective performance management is pivotal to achieving both individual and institutional aspirations. By establishing clear expectations and aligning individual goals with UniMAC's overarching strategic priorities, the framework ensures that every employee's effort directly contributes to the University's mission of innovation, academic excellence, and societal impact. Applicable to all full-time and part-time academic, administrative, professional, technical, and support staff, this policy underscores UniMAC's commitment to fostering a high-performance culture where excellence is recognized, nurtured, and rewarded. It reflects the University's resolve to balance accountability with support, ensuring that performance management is not merely an evaluative exercise, but a collaborative endeavor aimed at mutual growth for the individual, the institution, and the broader community it serves.

Through this structured approach, UniMAC reaffirms its dedication to maintaining a workplace where transparency, equity, and continuous learning are the cornerstones of institutional success.

The Performance Appraisal System at the University of Media, Arts and Communication (UniMAC) is designed to serve as a robust framework for aligning individual contributions with the institution's mission, vision, and strategic priorities. Rooted in principles of equity, transparency, and continuous improvement, the system aims to foster a culture of excellence, accountability, and professional growth while

ensuring that all staff members are empowered to achieve their full potential in support of UniMAC's academic and operational objectives.

## **2.0 OBJECTIVES OF THE PERFORMANCE APPRAISAL POLICY**

The Performance Appraisal Policy of the University of Media, Arts and Communication (UniMAC) is designed to foster a performance-driven institutional culture anchored in accountability, transparency, and continuous improvement. The overarching objectives of the policy are as follows:

- **Promote Accountability and Transparency:** Establish standardized performance expectations and evaluation criteria to ensure fair, consistent, and unbiased assessments, thereby enhancing institutional integrity and responsibility.
- **Enhance Employee Performance:** Provide a structured and objective framework for assessing staff performance, identifying strengths and development areas, and implementing appropriate interventions that support individual growth and institutional excellence.
- **Support Career Development and Professional Growth:** Facilitate career planning and advancement by recognizing potential, identifying capacity- building needs, and promoting access to relevant training and development programmes.
- **Recognize and Reward Excellence:** Motivate staff and reinforce a culture of high achievement by acknowledging outstanding performance through appropriate recognition and reward mechanisms.
- **Strengthen Institutional Effectiveness:** Align individual performance objectives with UniMAC's strategic goals to ensure coordinated efforts, efficient use of resources, and progress towards the University's long-term vision.
- **Facilitate Informed HR Decisions:** Provide a reliable basis for employment-related decisions such as promotions, tenure, compensation, and professional development, underpinned by objective performance data.
- **Foster Effective Communication:** Encourage open dialogue between staff and supervisors on performance expectations, feedback, and development opportunities, thereby reinforcing mutual understanding and trust.

### **3.0 SCOPE OF THE PERFORMANCE MANAGEMENT POLICY**

This performance management policy applies to all categories of employees at the University of Media, Arts and Communication (UniMAC), including:

- Senior Members (Academic) - (Professors, Lecturers, and Research Fellows, etc.)
- Senior Members (Administrative/Professional)
- Senior and Junior Staff - (Technical/Support Staff)

This policy covers employees on permanent, contract, or part-time engagements. Performance appraisal is the responsibility of the immediate supervisor, who shall evaluate the extent to which employees have developed and demonstrated the requisite competencies such as leadership, managerial or supervisory capabilities, and personal behavioural attributes essential for the effective execution of assigned duties and the attainment of agreed performance objectives. Core competencies required for each role must be clearly articulated in the person specifications and will be reviewed and validated during the performance appraisal process to ensure alignment with institutional expectations and role requirements.

### **4.0 POLICY PRINCIPLES**

The University of Media, Arts and Communication (UniMAC) upholds a performance appraisal system grounded in a set of core principles designed to ensure fairness, transparency, and developmental value. These principles are integral to fostering a culture of accountability and continuous improvement across the institution. Foremost among these is the principle of fairness and equity, which guarantees that all performance assessments are conducted impartially, free from bias, favouritism, or discrimination. Every employee, regardless of gender, age, ethnicity, disability, or any other protected characteristic, is entitled to equal and respectful treatment throughout the appraisal process. Transparency is equally essential, requiring that the entire appraisal process, including its criteria, procedures, and outcomes, is clearly communicated and accessible to all stakeholders. This ensures shared understanding and trust in the system.

The principle of relevance mandates that performance criteria and standards are directly aligned with individual job responsibilities, departmental priorities, and the overarching strategic goals of the University. This alignment reinforces the connection between personal performance and institutional success. Consistency in the application of the appraisal process across all departments is vital, while still accommodating the distinct nature of various roles and job categories. This balance ensures uniformity in expectations while recognising diverse operational contexts.

A developmental focus lies at the heart of the appraisal system. Rather than serving as a punitive mechanism, the process aims to foster professional growth, skill enhancement, and continuous learning among all staff members. The policy also promotes two-way communication, encouraging constructive dialogue between appraisers and appraisees. This collaborative approach facilitates mutual understanding, reflection, and shared ownership of performance goals. Finally, evidence-based assessment is a key guiding principle. Performance evaluations are to be grounded in observable behaviours, measurable outcomes, and documented evidence, thereby reducing subjectivity and enhancing the credibility of the appraisal process.

To ensure alignment with the academic calendar, the annual performance appraisal cycle runs from August 1 to July 31. The cycle comprises four main phases:

- Performance Planning - August 1 - 31
- Interim Review - January 15 - February 15
- Self- Assessment - July 1 - 15
- Formal Appraisal - July 15 - August 15

These are followed by a Moderation phase (August 16-31) and the Implementation of Outcomes (September 1-30). For newly recruited staff, participation in the appraisal process depends on their length of service. Employees with less than three months of service by the end of the cycle are exempt from formal appraisal but are expected to set performance objectives for the subsequent cycle. Those with three to six months of service undergo an abbreviated appraisal, while employees with more than six months of service are subject to the full process, with expectations adjusted proportionally.

## 5.0 PERFORMANCE APPRAISAL PROCESS

The University shall implement a structured annual performance management process to promote accountability, professional development, and alignment with institutional objectives. This framework encompasses goal setting, periodic reviews, and year-end evaluations, with active collaboration between supervisors and their direct reports.

- **Goal Setting (Beginning of Academic Year):** At the start of each academic year, supervisors and employees shall jointly establish specific, measurable, achievable, and time-bound goals and performance indicators. These objectives will guide employee performance and development throughout the year. Completed goal-setting forms shall be submitted to the respective Dean or Registrar and subsequently forwarded to the Director of Human Resources for documentation and reference.
- **Mid-Year Review (Mid-Academic Year):** A formal mid-year review shall be conducted to assess progress, provide feedback, realign goals as necessary, and address any emerging challenges. This ensures continued alignment with institutional and departmental priorities.
- **End-of-Year Evaluation (End of Academic Year):** At the end of the academic year, a comprehensive performance evaluation will be undertaken. This process includes an appraisal meeting to assess achievements against established objectives and a developmental review focusing on managerial, supervisory, technical, and behavioural competencies essential for performance success.
- **Continuous Monitoring:** Ongoing check-ins between supervisors and employees will be encouraged to facilitate continuous feedback, monitor progress, and make timely adjustments to performance plans as needed.
- **Appraisal of New Employees:** New employees shall be integrated into the appraisal cycle based on their length of service. Those with less than three months of service by the end of the cycle shall be exempt from formal appraisal but must set objectives for the subsequent cycle. Employees with three to six months of service shall undergo a simplified appraisal emphasizing initial adaptation and early performance. Employees with over six months of service

shall participate in the full appraisal process, with expectations proportionately adjusted.

## 6.0 PERFORMANCE APPRAISAL CYCLE

The University's performance appraisal cycle shall span from August 1 to July 31 each year, in alignment with the academic calendar. This cycle is structured into six distinct phases to ensure a comprehensive, transparent, and developmental performance management process. The cycle commences with Performance Planning between August 1 and 31, during which supervisors and employees collaboratively establish performance objectives, define key performance indicators, and agree on professional development plans. This is followed by an Interim Review from January 15 to February

15, aimed at assessing progress, realigning goals where necessary, and identifying any support required to ensure continued performance. Between July 1 and 15, employees engage in a Self-Assessment, reflecting on their achievements and challenges, documenting accomplishments, and identifying developmental needs. This sets the stage for the Formal Appraisal phase, which takes place from July 15 to August 15. During this period, supervisors conduct a comprehensive evaluation of performance, hold appraisal meetings with employees, and determine final performance ratings. Subsequently, a Moderation process is undertaken from August

16 to 31 to ensure the consistency, fairness, and accuracy of ratings across departments, and to resolve any discrepancies. The final phase, Implementation of Outcomes, occurs from September 1 to 30, involving the communication of final ratings, execution of any reward or corrective actions, and the formulation of objectives for the new cycle.

## 7.0 PERFORMANCE RATING SCALE

Performance will be evaluated using a standardized rating scale designed to ensure consistency, clarity, and fairness in assessing employee contributions. The scale reflects the degree to which performance expectations are met or exceeded

- **Exceptional Performance (80 - 100):** Consistently surpasses all performance expectations.

Exhibits exceptional skills, innovation, and results that serve as a benchmark for peers, representing the top 5-10% of employees.

- **High Performance (60 - 79):** Frequently goes beyond performance expectations in key areas. Demonstrates strong competencies and reliably delivers above-average outcomes.

**Average Performance (50 - 59):** Reliably fulfills all performance requirements. Displays competence and consistency in the execution of job responsibilities.

- **Low Performance (0 – 49):** Partially meets performance expectations.

Development is necessary in specific areas to attain acceptable performance standards.

This scale ensures an objective and comprehensive evaluation of employee performance aligned with organizational standards.

## **8.0 PERFORMANCE APPRAISAL APPROACH**

- I. **Self-Appraisal:** Individual objectives will be derived from directorate, school, departmental, or unit goals, which in turn are based on the University's annual strategic objectives, drawn from its medium- to long-term strategic plan. All employees will complete a self-assessment as part of the appraisal process, reflecting on their performance in relation to the relevant competencies. Employees must provide specific examples of how they have demonstrated the required competencies, which will facilitate discussions during the development review. The self-assessment will be used as a tool for reflection on achievements, challenges, and areas for improvement. The development review discussions will focus on the employees' performance and how effective competencies have contributed to the achievement of set goals.
- II. **Supervisor Assessment:** Direct supervisors will evaluate employee performance based on predefined criteria, ensuring that evaluations are fair, consistent, and aligned with institutional objectives. Supervisors will provide

objective and constructive feedback, which will serve as the basis for further development and performance improvement.

- III. **Peer Review (Where Applicable):** Where appropriate, colleagues will provide feedback on an employee's collaborative and interpersonal work performance. This peer review offers valuable insights into the employee's teamwork, communication, and cooperation within the broader organizational context.
- IV. **Subordinate Feedback (For Supervisory Roles):** For employees in managerial or supervisory positions, feedback from subordinates will be collected to assess leadership effectiveness. This feedback will provide insight into the employee's ability to inspire, motivate, and manage their team, ensuring alignment with the institution's goals and values.

## 9.0 PERFORMANCE ASSESSMENT CRITERIA

Evaluations will be based on criteria tailored to key performance indicators (KPIs), which may include the following:

**Competency Framework:** Some competencies, per the appraisal instrument, prioritized based on their importance, will be identified as critical for the achievement of key performance objectives. It is required that all categories of staff demonstrate a high level of proficiency in the application of these competencies. These competencies must be clearly stated in the job descriptions of each employee.

### 9.1 Competencies for Senior Member Administrative/Professional

#### **Category:**

The following are some of the competencies applicable to the Senior Member administrative/professional category:

- a) Knowledge of administrative procedures, current administrative trends, governmental policies, and guidelines.
- b) Ability to produce quality work (e.g., reports, minutes, memos, drawings, etc.).
- c) Sense of responsibility, confidentiality, and integrity.

- d) Initiative, resourcefulness, and drive.
- e) Supervision and mentorship of subordinate staff.
- f) Assertiveness and the ability to work independently. g) Punctuality and regularity at work.
- h) Willingness to accept additional responsibilities.
- i) Human relations skills (e.g., attitude towards colleagues, teamwork). j) Ability to complete work/assignments accurately, on schedule, and in accordance with established procedures and policies.

## **9.2 Competencies for Senior Member Academic (Teaching/Research) Category:**

The following are some of the competencies applicable to the Senior Member academic (teaching/research) category:

- a) Teaching effectiveness and delivery of high-quality instruction.
- b) Research output and contribution to academic knowledge.
- c) Student mentorship and supervision.
- d) Contribution to institutional development and academic community
- e) Professional competence in academic and research activities.
- f) Accountability in teaching and research responsibilities.
- g) Strategic leadership in academic initiatives.
- h) Disposition to learn and impart knowledge effectively.
- i) Orientation towards innovation and change in the academic environment.
- j) Problem-solving and decision-making capabilities in academic contexts.
- k) Planning and organizing teaching and research activities.
- l) Analytical orientation and critical thinking in academic pursuits.

### *9.3 Competencies for Senior and Junior Staff Category:*

The following are some of the competencies applicable to the Senior and Junior Staff categories

- a. Understands relevant administrative or technical processes and university guidelines.
- b. Produces clear, high-quality documents that meet required standards.
- c. Handles tasks reliably and confidentially, with strong ethical conduct.
- d. Proactively addresses challenges and completes tasks effectively.
- e. Works cooperatively and contributes positively to team efforts.
- f. Completes tasks on time with minimal supervision.
- g. Maintains regular attendance and adheres to work schedules.
- h. Willingly learns new tasks and adapts to changing needs.
- i. Share information clearly and professionally.
- j. Completes work accurately and within set timelines.
- k. Follows instructions and maintains safety and cleanliness standards.
- l. Demonstrates diligence, attention to detail, and consistency.
- m. Shows honesty, reliability, and respect for others.
- n. Upholds the university's values and regulations
- o. Honesty, reliability, and loyalty to the institution
- p. Respectful and cooperative attitude towards supervisors and colleagues
- q. Commitment to the university's values and regulations

## **10.0 PERFORMANCE APPRAISAL METHODOLOGY**

- **Institutionalisation of Annual Appraisal:** An annual performance appraisal process shall be institutionalised, during which employee performance will be assessed against agreed objectives and performance standards. This process will be conducted at the end of each academic year, typically between July and August, and shall include a formal rating of employee performance in relation to agreed Key Performance Indicators (KPIs) and expected outcomes. All employees are required to actively participate in this process.
- **Continuous Manager-Employee Engagement:** The appraisal process shall promote ongoing communication between line managers and their direct reports on job-related and professional matters. This includes coaching,

counselling, on-the-job training, and regular feedback to support professional development and performance improvement.

- **Timely Performance Feedback:** To prevent unexpected feedback during formal appraisals, both positive and negative performance-related observations must be communicated as they occur. Immediate feedback fosters transparency and accountability.
- **Quarterly Performance Conversations:** Informal and formal performance discussions shall be held regularly - at least once every quarter - between appraisers and appraisees. These discussions may be initiated by either party and shall focus on progress toward objectives, performance expectations, emerging priorities, and any challenges encountered.
- **Revision of Objectives and KPIs:** In exceptional and justifiable cases, the initially established objectives and KPIs may be reviewed and revised. Any changes must be supported by documented evidence and approved by the relevant authorities.
- **Documentation of Performance:** Both appraisers and appraisees shall maintain a performance log throughout the year. This log should include documented achievements or instances of underperformance to support accurate, evidence-based appraisals.
- **Reference to Evidence in Appraisals:** During the appraisal process, performance logs and supporting documentation must be referenced to ensure that appraisals are factual, balanced, and comprehensive.
- **Balanced Performance Review:** Employees shall receive a holistic assessment of their performance covering the entire review period. Appraisers must avoid overemphasising recent events and instead ensure that the appraisal reflects consistent performance across the year.
- **Use of Standardized Appraisal Forms:** At the end of the academic year, a formal review of performance must be conducted using standardized appraisal forms developed for various employee categories. These forms shall include a structured evaluation of performance against agreed KPIs and expected outcomes.

- **Uniform Appraisal Tools Across Grades:** To ensure fairness and consistency, employees within the same category/grade (e.g., Senior Members - Academic; Senior Members - Administrative/Professional; Senior Staff; and Junior Staff) shall use the same appraisal forms. Differentiation will only occur based on role-specific objectives and relevant competencies.
- **Sign-Off and Documentation:** Upon completion of the appraisal session, both appraiser and appraisee shall sign the appraisal form as confirmation of participation in the process. The appraisee may record comments or concerns in the designated section. The Director of Human Resource shall be responsible for addressing evidence-based concerns promptly. Any unresolved matters shall be escalated to the Vice-Chancellor and/or the Registrar.
- **Basis for HR Decisions:** Appraisal ratings and qualitative feedback shall form the basis for staff development planning, promotion, reward, and other human resource management decisions.
- **Submission and Endorsement:** Completed appraisal forms shall be submitted to the relevant Dean or Registrar, as applicable, for endorsement.
- **Validation and Archiving:** The Director of Human Resources shall validate appraisal forms for completeness and compliance and shall be responsible for maintaining secure records for institutional referencing and reporting.
- **Confidentiality and Record Management:** All completed appraisal forms shall be kept confidentially in personal files at the Directorate of Human Resources. A centralised database of appraisal records shall be maintained. Copies may also be kept at the respective School, Directorate, Department, or Unit level for administrative use.

## 11.0 TRAINING REQUIREMENT AND SUPPORT

UniMAC is committed to enhancing the effectiveness of its performance appraisal process through structured and continuous training for both appraisers and appraisees. These training initiatives aim to build a clear understanding of the appraisal system, proper use of appraisal tools, and effective feedback communication to foster a culture of continuous improvement. All staff with supervisory responsibilities are required to complete initial comprehensive training on the

performance appraisal system, participate in annual refresher sessions on best practices, and undergo specialized training on managing difficult conversations and addressing performance issues. All employees will receive orientation on the appraisal system, guidance on setting SMART objectives, and training on conducting effective self-assessments. Training will be delivered through a combination of in-person workshops, online modules, supplementary written materials, and one-on-one coaching where necessary

## **12.0 FEEDBACK AND APPEAL PROCESS**

At the conclusion of each annual performance appraisal, employees shall receive detailed and constructive feedback highlighting both strengths and areas for improvement. This feedback is intended to provide clear guidance on how employees can enhance their performance in subsequent appraisal periods and to support their professional development. UniMAC is committed to ensuring fairness and transparency in the performance appraisal process. Employees who believe their evaluation is inaccurate or unjust may submit a formal appeal to the Appraisal Review Committee. Grounds for appeal include procedural errors, reliance on incorrect or incomplete information, perceived bias or discrimination, or a rating that does not accurately reflect actual performance.

### **12.1 Appeal Procedure**

- An employee must submit a written appeal to the Head of the appraising officer within 3 working days of receiving the final appraisal rating.
- The appeal must clearly state the grounds and include any supporting evidence.
- Upon receipt of the appeal, the Head of the appraising officer shall review the submission and convene an Appeals Committee within 5 working days.
- The Appeals Committee will review all documentation and may conduct interviews with relevant parties.
- A recommendation shall be made by the committee within 10 working days to the Vice-Chancellor or designate.
- The Vice-Chancellor or designate shall issue a final decision within 5 working days of receiving the committee's recommendation.
- The decision shall be communicated in writing to all relevant parties,

### ***12.2 Appeals Committee Composition:***

- A senior academic or administrative staff member as Chair (not affiliated with the appellant's department)
- A representative from Human Resources
- A union representative, where applicable
- The appraiser and appraisee shall be in attendance

This structured process ensures that all concerns are addressed in a timely, fair, and transparent manner, reinforcing the integrity of the performance management system.

### **13.0. ADDRESSING PERFORMANCE GAPS**

When performance deficiencies are identified, the following steps will be taken:

#### **13.1 Development Plans:**

The institution will outline comprehensive development plans tailored to address performance gaps. These plans may include targeted training, mentorship, or other relevant interventions aimed at improving employee performance and competencies. b) Follow-Up Reviews: Scheduled meetings will be conducted to monitor progress and provide ongoing support. These follow-up reviews will ensure that corrective actions are being implemented effectively and that employees are receiving the guidance necessary to improve their performance.

### **14.0 REWARDS AND SANCTIONS**

- Recognition and Promotion: Employees who consistently demonstrate exceptional performance, exceed established key performance indicators (KPIs), and contribute meaningfully to the University's strategic goals may be considered for recognition. This may include promotions, awards, and access to professional development opportunities. Such recognition will be based on documented performance outcomes and recommendations from supervisors, subject to the established approval procedure.

- **Sanctions for Non-Performance:** The University maintains defined performance standards and competency indicators. Continued underperformance, despite targeted support and intervention, may result in sanctions. These may include formal warnings, reassignment, or termination, applied in accordance with established institutional procedures. The objective of such measures is to uphold accountability, reinforce performance expectations, and maintain the University's commitment to excellence.

### **15.0 PERFORMANCE IMPROVEMENT PLANS (PIPS)**

Employees whose performance is assessed as unsatisfactory, specifically those receiving an overall rating of 2 (Needs Improvement) or 1 (Unsatisfactory) shall be placed on a Performance Improvement Plan. The PIP will clearly identify specific performance deficiencies, provide documented examples, outline expected standards, and establish measurable goals within a defined timeline, typically ranging from three to six months. The plan will also specify the support and resources available to facilitate improvement, a schedule for regular feedback and progress reviews, and the consequences of failing to meet the outlined expectations.

The PIP shall be developed collaboratively by the supervisor and the Human Resources Department and discussed with the employee to ensure clarity and mutual understanding. Supervisors are responsible for providing continuous feedback and coaching throughout the duration of the plan, conducting regular reviews (bi-weekly or monthly), and documenting all progress. At the conclusion of the PIP period, a formal evaluation will be conducted. Possible outcomes include successful performance improvement and exit from the PIP, partial progress warranting an extension of the PIP (once only), or persistent underperformance, which may lead to disciplinary action or termination in accordance with university policies and applicable labour laws.

### **16.0 LINKS TO COMPENSATION AND CAREER DEVELOPMENT**

The University's performance appraisal system is directly linked to compensation and career development, reinforcing the importance of accountability, excellence, and continuous professional growth.

- **Merit-Based Rewards:** Performance ratings shall inform decisions regarding a range of merit-based incentives. These include annual salary increments, performance bonuses (where applicable), allocation of study leave, access to research grants and funding, and eligibility for professional development programs. These rewards are aimed at motivating and retaining highly- performing staff and encouraging sustained excellence.
- **Career Progression:** Performance appraisals also play a critical role in shaping career advancement. Appraisal outcomes shall be a key consideration in promotion decisions, tenure reviews, contract renewals, and the assignment of special roles or leadership development opportunities. This ensures that progression within the University is based on demonstrated competence, contribution, and potential.
- **Reward Matrix:** To promote fairness and transparency, the University shall maintain a clearly defined reward matrix that aligns specific performance ratings with corresponding rewards and opportunities. This matrix shall be reviewed annually by the University Council to ensure its relevance, consistency, and alignment with institutional goals.

## **17.0. DOCUMENTATION AND CONFIDENTIALITY**

UniMAC is committed to maintaining comprehensive, accurate, and secure documentation of all performance appraisal activities in accordance with institutional policies and applicable data protection regulations. All relevant records, including Performance Planning Forms, Interim Review Forms, Self-Assessment Forms, Appraisal Forms, Performance Improvement Plans, and supporting evidence, should be properly maintained in the official employee performance file. These records serve as a critical reference for decision-making, audits, and institutional accountability, and will be retained for seven years after the end of employment. Strict confidentiality shall be upheld in the handling of performance appraisal information. Access to such records is limited to the employees concerned, their immediate supervisor, relevant senior management, and authorized Human Resources personnel with a legitimate need to know. Disclosure of information is permitted only when required by law or approved university policy.

All performance data shall be securely stored in both physical and electronic formats, with appropriate safeguards to prevent unauthorized access, use, or disclosure. Records will be managed and disposed of in accordance with the university's data protection and record retention guidelines, ensuring the integrity, privacy, and lawful use of employee performance information.

## **18.0 POLICY IMPLEMENTATION, MONITORING, AND REVIEW**

The Performance Management Policy shall be implemented through clear and comprehensive communication to all staff, a phased roll-out across departments, and pilot testing in selected units where necessary. Progress will be regularly assessed to ensure consistent and effective application. The policy's effectiveness shall be monitored using key indicators such as appraisal completion rates, timeliness of each process stage, distribution of performance ratings, employee satisfaction surveys, supervisor feedback, frequency and outcomes of appeals, and alignment between ratings and other performance indicators.

The policy will be reviewed annually by the Human Resources Department, incorporating feedback from stakeholders to enhance its relevance and effectiveness. Updates will reflect evolving best practices, changes in university regulations, and institutional priorities. Significant revisions shall be submitted for approval by the University Council. Through this structured approach, the University of Media, Arts and Communication aims to foster a culture of accountability, continuous development, and alignment with its strategic mission.

## **19.0 RELATED POLICIES AND DOCUMENTS**

This Performance Management Policy should be read in conjunction with related institutional policies and documents, including the Staff Recruitment and Selection Policy, Promotion and Tenure Policy, Professional Development Policy, Compensation and Benefits Policy, Disciplinary Procedure, applicable Collective Bargaining Agreements, the Employee Handbook, and the University Strategic Plan, to ensure a comprehensive understanding of the university's human resource and strategic frameworks.

## **20.0 ROLES AND RESPONSIBILITIES**

The performance appraisal process at the University of Media, Arts and Communication involves key stakeholders, each with defined roles to ensure its effectiveness and integrity. Employees (appraisees) are expected to actively engage in performance planning, work towards set objectives, maintain records of achievements and challenges, conduct honest self-assessments, participate in appraisal discussions, pursue personal development, and seek feedback when needed. Supervisors (appraisers) are responsible for setting SMART objectives, providing continuous feedback and coaching, conducting timely reviews, collecting relevant performance data, evaluating performance fairly, documenting assessments with evidence, supporting employee development, and addressing performance issues promptly.

Heads of Department are tasked with ensuring the consistent application of the performance management policy, moderating departmental ratings, reviewing and approving Performance Improvement Plans, resolving conflicts, and supporting supervisors. Deans and Directors oversee the process within their faculties or divisions, moderate ratings across departments, review appeals, and ensure strategic alignment of performance assessments. The Human Resources Department manages the appraisal system, supplies necessary tools and templates, provides training, ensures policy compliance, supports appeals and moderation processes, analyzes institutional performance data, and advises on policy updates. Finally, the Vice Chancellor and Senior Management champion the system, allocate resources, review institutional trends, make final decisions on complex appeals, and approve policy revisions.

## **21.0 CONCLUSION**

The performance appraisal policy of the University of Media, Arts and Communication, Ghana, reflects the institution's commitment to fostering a culture of excellence, accountability, and continuous professional development. Through a structured and transparent appraisal cycle, the University aims to align individual performance with institutional goals, recognize and reward merit, identify development needs, and provide support for improved outcomes. By integrating performance management with compensation, career progression, and development opportunities, the policy ensures that all staff are empowered to contribute meaningfully to the University's mission. The University upholds the principles of fairness, consistency, confidentiality, and data protection throughout the process, reinforcing trust and promoting a high-performance environment. This policy shall be reviewed periodically to ensure its continued relevance and effectiveness in supporting the strategic direction and evolving needs of the University.

**APPENDIX 1: ANNUAL APPRAISAL FORM FOR SENIOR MEMBERS (ACADEMIC STAFF)**



**UNIVERSITY OF MEDIA, ARTS AND COMMUNICATION  
OFFICE OF THE REGISTRAR**

**ANNUAL APPRAISAL FORM FOR SENIOR MEMBERS  
(ACADEMIC STAFF ONLY)**

CONFIDENTIAL

**PERIOD OF REPORT** .....Academic Year

- NOTE:** (A) Information should be typewritten and clear  
(B) Two (2) copies of the form are to be completed

**SECTION A: GENERAL INFORMATION (To be completed by Member of Staff)**

1. Name: (Surname First).....  
2. Staff ID Number.....  
2. Faculty/School: .....  
3. Department:.....  
4. Rank/Position (Lecturer /Senior Lecturer/ etc):.....

**4. APPOINTMENT/PROMOTION**

Promotion	Date	Rank
First Appointment		
1 <sup>st</sup> Promotion		
2 <sup>nd</sup> Promotion		
3 <sup>rd</sup> Promotion		
Current Position		

**5. QUALIFICATION**

Degrees and Diplomas	Date	School/University	Specialization

**SECTION B: TEACHING, LEARNING AND ASSESSMENT (To be completed by staff and reviewed by the Head of Department)**

i.e. Last two semesters. Give course codes and titles per semester. Where there was more than one instructor for a course, indicate your teaching load.

No.	Course Code	Credit Hours	If shared, state your teaching load	Semester	Mode of Delivery (e.g: Online, Face-to-face, etc.)	Assessment Methods and Feedback Mechanisms Employed (e.g: Interim Assessments, Assignments, Examinations)
i.						
ii.						
iii.						
iv.						
v.						
vi.						
vii.						
viii.						
ix.						
x.						
Total Contact Hours						

8. Attach Student Evaluation Reports or Summaries from the Directorate of Quality Assurance.....
9. Teaching Innovations and Technology Integrations:  
.....  
.....
10. Supervision of Project Work/Dissertations/Thesis:
  - i. Undergraduate:.....students
  - ii. Postgraduate (Masters/MPhil/PhD):.....students

**SECTION C: RESEARCH, SCHOLARLY ACTIVITIES AND OTHER ACHIEVEMENTS**

- i. Publications (APA Style):
  - Peer-reviewed Journal Articles:.....
  - Books/Book Chapters:.....,,
  - Conference Proceedings.....
  - Other.....
- ii. Ongoing Research Projects.....
- iii. Research Grants and Funding.....
  - Applied for:.....
  - Secured:.....
- iv. Conference Attendance and Presentations:.....
  - Local:.....
  - International:.....
- v. Editorial Responsibilities and Peer Review Engagements:.....  
.....
- v. Patents, Copyrights and Creative Works:.....
- vi. Other Achievements:.....

**SECTION D: ACADEMIC/ADMINISTRATIVE RESPONSIBILITY/LEADERSHIP WITHIN AND OUTSIDE THE UNIVERSITY (e.g. Pro-Vice Chancellor, Deanship, Headship, Directorship, Member of Boards and Committees)**

i.

POSITION	PERIOD

ii. Mentorship and Academic Advising:.....

.....

Number of Mentees:.....

iii. Community Outreach/Consultancy and Industry Engagements:.....

.....

iv. Public Lecturers/Workshops/Media Engagements:.....

.....

**SECTION E: PROFESSIONAL DEVELOPMENT AND CAPACITY BUILDING**

i. Training and Workshops Attended:

Date and Themes:.....

ii. Certifications obtained (relevant to role): .....

iii. Sabbatical/Exchange Programmes Participated in:.....

iv. Contribution to Curriculum Development and Review:.....

**SECTION F. PERFORMANCE SUMMARY AND FUTURE OBJECTIVES:**

i. Key Achievements for the Period under Review:.....

ii. Challenges Faced and Support Needed:.....

.....

iii. Future Goals and Objectives (for the next Academic Year):.....

.....

.....

**SECTION G: ANY OTHER INFORMATION THAT MAY ASSIST THE COMMITTEE IN DETERMINING YOUR PERFORMANCE DURING THE YEAR.**

.....

.....

.....

**SECTION H: APPRAISER’S ASSESSMENT AND RECOMMENDATIONS (To be completed by the Head of Department/Dean)**

**TEACHING AND LEARNING (40%)**

<b>Indicator</b>	<b>Score (1 - 10)</b>
Teaching effectiveness and quality of instruction	
Student mentorship and supervision	
Pedagogical development and knowledge transfer	
Planning and organisation of teaching activities	
<b>Total Score</b>	

**RESEARCH AND SCHOLARLY OUTPUT (30%)**

<b>Indicator</b>	<b>Score (1 - 10)</b>
Research output and contribution to knowledge	
Research competence and methodological rigour	
Analytical and critical thinking	
<b>Total Score</b>	

**COMMUNITY / INSTITUTIONAL SERVICE (15%)**

<b>Indicator</b>	<b>Score (1 - 5)</b>
Contribution to institutional development	
Strategic leadership in academic initiatives	
Innovation and change orientation	
<b>Total Score</b>	

**PROFESSIONALISM AND ACADEMIC INITIATIVE (15%)**

<b>Indicator</b>	<b>Score (1 - 5)</b>
Accountability and responsibility	
Problem-solving and decision-making	
Planning and organisation of research activities	
<b>Total Score</b>	

**SUMMARY SCORING**

Category	Score
Teaching and Learning (40%)	
Research and Scholarly Output (30%)	
Community / Institutional Service (15%)	
Professionalism and Academic Initiative (15%)	
<b>OVERALL SCORE</b>	

**SUMMARY OF PERFORMANCE RATING**

Exceptional Performance (80 - 100)	High Performance (60 - 79)	Average Performance (50 - 59)	Low Performance (0 - 49)

**SECTION H: APPRAISER’S RECOMMENDATIONS**

i. Overall Performance Assessment (tick where applicable):

- Excellent .....
- Very Good.....
- Good.....
- Satisfactory.....
- Needs Improvement.....

i. Appraiser’s Summary Comments:.....

.....

ii. Recommendations (Promotion/Training/Support).....

.....

iii. Appraiser’s Name (Head of Department):.....

iv Appraiser’s Signature (Head of Department):.....

Date:.....

**SECTION I: STAFF MEMBER’S COMMENTS AND ACKNOWLEDGMENT**

i. Comments on the Appraisal (optional):.....

ii. Acknowledgement: I, ....., confirm that this appraisal has been discussed with me.

Staff Member’s Signature.....

Date:.....

**SECTION J: FINAL APPROVAL AND SIGNATORIES**

i. Comments and Recommendation by the Dean.....

.....

Dean's Name:.....

Dean's Signature:..... Date:.....

ii. Comments and Recommendation by the Rector.....

.....

Rector's Name:.....

Rector's Signature:.....Date:.....

iii. Received by Director of Human Resources (or Representative):.....

Date:.....

## INSTRUCTIONS:

- This form must be completed and submitted at the end of each academic year.
- Faculty members must attach supporting documents where applicable (e.g., publications, student evaluations).
- Appraiser and Appraisee must meet to discuss the assessment. Any difference must involve a third party.
- The completed appraisal should be submitted to the Directorate of Human Resources through the Faculty Office.

**APPENDIX 2: ANNUAL APPRAISAL FOR SENIOR MEMBERS (NON-TEACHING)**



**UNIVERSITY OF MEDIA, ARTS AND COMMUNICATION  
OFFICE OF THE REGISTRAR  
ANNUAL APPRAISAL FORM FOR SENIOR MEMBERS  
(NON-TEACHING SENIOR MEMBERS ONLY)**

CONFIDENTIAL

**PERIOD OF REPORT .....Academic Year**

(To be completed by a Member of Staff)

**NOTE:** (A) Information should be typewritten and clear

(B) Two (2) copies of the form are to be completed

**SECTION A: GENERAL INFORMATION**

1. Name: (Surname First):.....

2. Staff ID Number:.....

2. Directorate/Faculty: .....

3. Department/Unit:.....

4. Rank/Position:.....

5. Appointment/Promotion

Promotion	Date	Rank
First Appointment		
1 <sup>st</sup> Promotion		
2 <sup>nd</sup> Promotion		
3 <sup>rd</sup> Promotion		
Current Position		

6. Qualification

Degrees and Diplomas	Date	School/University	Specialization

### SECTION B: KEY PERFORMANCE OBJECTIVES

Key Objective	Activities Carried Out Under Each Objective	Key Performance Indicators	Date Completed	Supervisor Comments

### SECTION C: PERFORMANCE AT WORK

INDICATORS FOR ASSESSMENT	MAXIMUM SCORE	EMPLOYEE'S ASSESSMENT	SUPERVISOR'S ASSESSMENT	REMARKS
<b>PROFESSIONAL COMPETENCE (MAXIMUM 10 MARKS)</b>				
Demonstrates accuracy and timeliness in completing assignments	2			
Aligns work output with institutional policies and procedures	2			
Exhibits sound judgment in administrative decisions and proposals	2			

Applies knowledge of university systems and relevant regulations	2			
Actively participates in professional development activities (Continuous Professional Development (CPD))	2			
<b>TOTAL</b>	10			
<b>QUALITY AND EFFICIENCY OF OUTPUT (MAXIMUM 10 MARKS)</b>				
Produce consistent, high quality deliverables	2			
Demonstrates attention to detail and thoroughness	2			
Achieves measurable results within set timelines	2			
Communicate effectively in writing and speech	2			
Handles tasks with minimal supervision	2			
<b>TOTAL</b>	10			

<b>INDICATORS FOR ASSESSMENT</b>	<b>MAXIMUM SCORE</b>	<b>EMPLOYEE'S ASSESSMENT</b>	<b>SUPERVISOR'S ASSESSMENT</b>	<b>REMARKS</b>
<b>PUNCTUALITY AND ATTENDANCE (MAXIMUM 10 MARKS)</b>				
Consistently reports to work on time	2			
Maintains regular attendance and presence at post	2			
Adheres to official working hours	2			
Responds promptly to institutional assignments	2			
Demonstrates time management and task prioritization	2			
<b>TOTAL</b>	<b>10</b>			
<b>KNOWLEDGE AND APPLICATION OF ADMINISTRATIVE PROCEDURES (MAXIMUM 10 MARKS)</b>				
Understands institutional protocol and apply them effectively	2			
Demonstrates mastery of job-specific skills	2			
Adapts to new tools, systems, and processes	2			
Shows initiative in applying policy guidelines	2			
Minimize errors and ensure accuracy in output	2			

<b>INDICATORS FOR ASSESSMENT</b>	<b>MAXIMUM SCORE</b>	<b>EMPLOYEE'S ASSESSMENT</b>	<b>SUPERVISOR'S ASSESSMENT</b>	<b>REMARKS</b>
<b>TOTAL</b>	10			
<b>LEADERSHIP AND SUPERVISION (MAXIMUM 10 MARKS)</b>				
Effectively delegates, guides, and coordinates subordinate staff	2			
Provides clear direction and sets realistic goals	2			
Encourages teamwork and collaborative performance	2			
Anticipates and addresses operational challenges proactively	2			
Fosters a results-oriented work culture	2			
<b>TOTAL</b>	10			
<b>ACCOUNTABILITY</b>				
Utilizes institutional resources responsibly	2			
Provides accurate records and documentation	2			
Takes ownership of outcomes and responsibilities	2			
Adheres to ethical standards and institutional policies	2			

<b>INDICATORS FOR ASSESSMENT</b>	<b>MAXIMUM SCORE</b>	<b>EMPLOYEE'S ASSESSMENT</b>	<b>SUPERVISOR'S ASSESSMENT</b>	<b>REMARKS</b>
Reports transparently and consistently	2			
Total	10			
<b>INITIATIVE AND INNOVATION</b>				
Proposes creative solutions to administrative challenges	2			
Improves workflows through innovative practices	2			
Takes initiative to lead and implement changes	2			
Contributes meaningfully to institutional growth	2			
Demonstrates foresight in planning and execution	2			
	10			
<b>HUMAN RELATIONS AND INTERPERSONAL SKILLS</b>				
Maintains respectful relationships with all categories of staff	2			
Displays emotional intelligence and professional tact	2			
Promotes harmony and effective team engagement	2			

<b>INDICATORS FOR ASSESSMENT</b>	<b>MAXIMUM SCORE</b>	<b>EMPLOYEE'S ASSESSMENT</b>	<b>SUPERVISOR'S ASSESSMENT</b>	<b>REMARKS</b>
Provides mentorship and support to colleagues/subordinates	2			
Interacts professionally with external stakeholders	2			
	10			
<b>ACCEPTANCE OF ADDITIONAL RESPONSIBILITY</b>				
Volunteers for tasks beyond core duties when necessary	2			
Participates willingly in institutional events and emergencies	2			
Demonstrates reliability and dependability	2			
Manages high-pressure tasks effectively	2			
Adapts quickly to changing institutional demands	2			
Total	10			
<b>INSPIRING AND MOTIVATING OTHERS</b>				
Models exemplary professional conduct	2			
Encourages productivity and positive work ethics	2			

INDICATORS FOR ASSESSMENT	MAXIMUM SCORE	EMPLOYEE'S ASSESSMENT	SUPERVISOR'S ASSESSMENT	REMARKS
Recognizes and appreciates team contributions	2			
Instills a sense of purpose and commitment in others	2			
Builds confidence and positive work environment	2			
Total	10			
<b>GRAND TOTAL</b>				

**SUMMARY OF PERFORMANCE RATING - KEY INDICATORS**

Exceptional Performance (80 - 100)	High Performance (60 - 79)	Average Performance (50 - 59)	Low Performance (0 - 49)

**SECTION D: ADMINISTRATIVE RESPONSIBILITY/LEADERSHIP WITHIN AND OUTSIDE THE UNIVERSITY (e.g. Directorship, Headship, Member of Boards and Committees)**

i.

POSITION	PERIOD

ii. Community Outreach/Consultancy and Industry Engagements:.....

.....  
.....  
.....

iii. Public Lecturers/Workshops/Media Engagements:.....

.....  
.....  
.....

**SECTION E: PROFESSIONAL DEVELOPMENT AND CAPACITY BUILDING**

i. Training and Workshops Attended with Date and Themes

.....  
.....  
.....  
.....  
.....

ii. Certifications obtained (relevant to role): .....

.....  
.....  
.....  
.....

**SECTION F. PERFORMANCE SUMMARY AND FUTURE OBJECTIVES**

i. Key Achievements for the Period under Review:.....

ii. Challenges Faced and Support Needed:.....

.....  
.....

iii. Future Goals and Objectives (for the next Academic Year):.....

.....  
.....

**SECTION G: ANY OTHER INFORMATION THAT MAY ASSIST THE COMMITTEE IN DETERMINING YOUR PERFORMANCE DURING THE YEAR.**

.....  
.....  
.....

**SECTION H: APPRAISER'S ASSESSMENT AND RECOMMENDATIONS**

i. Overall Performance Assessment (tick where applicable):

- Excellent .....
- Very Good.....
- Good.....
- Satisfactory.....
- Needs Improvement.....

ii. Appraiser's Summary Comments:.....

.....  
.....

iii. Recommendations (Promotion/Training/Support).....

.....

v. Appraiser's Name (Head/Director):.....

vii Appraiser's Signature (Head/Director):.....Date:.....

**SECTION I: EMPLOYEE'S COMMENTS AND ACKNOWLEDGMENT**

i. Comments on the Appraisal (optional):.....

ii. Acknowledgement: I, ....., confirm that this appraisal has been discussed with me.

Employee's Signature.....

Date:.....

**SECTION J: FINAL APPROVAL AND SIGNATORIES**

i. Comments and Recommendation by the Director (if different from appraiser)

.....

Director's Name:.....

Director's Signature:.....Date:.....

ii. I endorse the comments and recommendations of the Registrar

Registrar's Name:.....

Registrar's Signature:.....Date:.....

iii. Received by Director of Human Resources (or Representative):.....

Date:.....

## INSTRUCTIONS:

- This form must be completed and submitted at the end of each academic year.
- Faculty members must attach supporting documents where applicable (e.g., publications, student evaluations).
- Appraiser and Appraisee must meet to discuss the assessment. Any difference must involve a third party.
- The completed appraisal should be submitted to the Directorate of Human Resources through the Faculty Office.

**APPENDIX 3: ANNUAL APPRAISAL FORM FOR SENIOR AND JUNIOR STAFF**



**UNIVERSITY OF MEDIA, ARTS AND COMMUNICATION  
OFFICE OF THE REGISTRAR**

**ANNUAL APPRAISAL FORM FOR SENIOR AND JUNIOR STAFF**

**CONFIDENTIAL**

**PERIOD OF REPORT .....Academic Year**

(To be completed by Member of Staff)

**NOTE:** (A) Information should be typewritten and clear

(B) Two (2) copies of the form are to be completed

**SECTION A: GENERAL INFORMATION**

1. Name: (Surname First).....

2. Staff ID Number.....

2. Directorate/Faculty: .....

3. Department/Unit:.....

4. Rank/Position:.....

**5. APPOINTMENT/PROMOTION**

Promotion	Date	Position
First Appointment		
1 <sup>st</sup> Promotion		
2 <sup>nd</sup> Promotion		
3 <sup>rd</sup> Promotion		
Current Position		

## 6. QUALIFICATION

Degrees and Diplomas	Date	School/University	Specialization

### SECTION B: DETAILS OF WORK:

Please refer to the previous year's appraisal (Section V. Key Objectives) as well as the Scheme of Service and provide a rating on how well the Staff met the targets set.

**(Please use the following as a guide for rating)**

Excellent (90-100%)	Very Good (75-89%)	Good (60-74%)	Average (50-59%)	Below average (40-49%)	Unsatisfactory (Below 40%)
------------------------	-----------------------	------------------	---------------------	---------------------------	-------------------------------

<b>TO THE STAFF:</b> Describe the main tasks you performed during the year under assessment. Indicate, if any, problems encountered in the performance of your tasks	How well did you perform		
	Grading	Self Assessment	Head's Assessment
1.	Excellent		
	Very good		
	Good		
	Average		
	Below Average		
	Unsatisfactory		
2.	Excellent		

	Very good		
	Good		
	Average		
	Below Average		
	Unsatisfactory		
3.	Excellent		
	Very good		
	Good		
	Average		
	Below Average		
	Unsatisfactory		
4.	Excellent		
	Very good		
	Good		
	Average		
	Below Average		
	Unsatisfactory		
5.	Excellent		
	Very good		
	Good		
	Average		
	Below Average		
	Unsatisfactory		
6.	Excellent		
	Very good		
	Good		
	Average		
	Below Average		
	Unsatisfactory		

## SECTION C - REVIEW OF PERFORMANCE

TO BE COMPLETED BY HEAD OF SECTION/DEPARTMENT

Please evaluate the performance of the individual staff by ticking one of the following

a. Please tick the rating that best describes the staff for the following:

### 1. Knowledge of Job (15%)

Performance Level	Score (%)	
Knows only routine work	3.75%	
Knows more than routine work	7.50%	
Good knowledge of nearly all aspects	11.25%	
Sound knowledge of all aspects	15.00%	

### 2. Quality of Work (15%)

Performance Level	Score (%)	
Shoddy work - constant checking	3.75%	
Sometimes falls short	7.50%	
Occasionally short; little checking	11.25%	
Usually accurate; hardly any checking	15.00%	

### 3. Ability to Meet Deadlines (10%)

Performance Level	Score (%)	
Very slow	2.50%	
Average speed	5.00%	
Above average speed	7.50%	
Very prompt	10.00%	

### 4. Co-operation (8%)

Performance Level	Score (%)	
Generally difficult	2.00%	

Occasionally difficult	4.00%	
Usually cooperative	6.00%	
Very cooperative	8.00%	

**5. Leadership - Team Work (6%)**

Performance Level	Score (%)	
Unable to stimulate teamwork	3.00%	
Generally able to stimulate teamwork	6.00%	

**6. Leadership - Control of Subordinates (6%)**

Performance Level	Score (%)	
Unable to control subordinates	3.00%	
Generally able to control subordinates	6.00%	

**7. Initiative (10%)**

Performance Level	Score (%)	
Always waits to be told	2.50%	
Often waits to be told	5.00%	
Usually takes initiative	7.50%	
Always a self-starter	10.00%	

**8. Work Attendance (8%)**

Performance Level	Score (%)	
Not regular, not at post	2.00%	
Not regular but stays	4.00%	
Usually regular but leaves	6.00%	
Regular and stays at post	8.00%	

9. Punctuality (7%)

Performance Level	Score (%)	
Habitually late	1.75%	
Usually late	3.50%	
Usually punctual	5.25%	
Always punctual	7.00%	

10. Productivity & Dependability (15%)

Performance Level	Score (%)	
Does not carry out duties	3.75%	
Rarely effective	7.50%	
Sometimes effective with supervision	11.25%	
Always effective with little supervision	15.00%	

**SUMMARY OF SCORES**

<b>OVERALL SCORE</b>	
----------------------	--

Overall, how well has the appraisee met the main tasks and objectives of the job during the year under assessment? (Please mark the appropriate box with X).

Exceptional	High	Average	Low
Performance	Performance	Performance	Performance

**SECTION D: TRAINING AND DEVELOPMENT NEEDS**

1. With reference to the job description/key tasks, what competencies/skills does the employee lack?

.....  
.....  
.....  
.....  
.....

2. What specific training would you recommend to enable him/her to acquire the competencies needed?

.....  
.....  
.....  
.....

**SECTION E: SETTING OBJECTIVES**

Please agree with the appraisee on key job objectives/tasks against which performance will be evaluated at the end of the year/next period of evaluation.

1.....  
.....  
2.....;.....  
.....  
3.....  
.....  
4.....  
.....

**SECTION F: OVERALL ASSESSMENT**

(To be completed by Appraiser)

	(90-100%) Outstanding	(75-89%) Very Good	(60-74%) Good	(50-59%) Average	(40-49%) Below average	Less than 40% Unsatisfactory
Work						
Conduct						

**SECTION G: APPRAISER'S COMMENTS AND RECOMMENDATIONS**

i. OVERALL COMMENTS

Please feel free to use extra sheets

.....

.....

.....

.....

.....

.....

.....

.....

ii. Recommendations (Promotion/Training/Support).....

.....

iii. Appraiser's Name:.....

iv. Appraiser's Signature:.....Date:.....

**SECTION H: EMPLOYEE'S COMMENTS AND ACKNOWLEDGMENT**

i. Comments on the Appraisal (optional):.....

.....

.....

ii. Acknowledgement: I, ....., confirm that this appraisal has been discussed with me.

Employee's Signature.....  
Date:.....

**SECTION I: FINAL APPROVAL AND SIGNATORIES**

i. Comments and Recommendation by the Director (if different from appraiser)

.....

Director's Name:.....

Director's Signature:.....Date:.....

ii. Received by Director of Human Resources (or Representative):.....

Date:.....

## **RATING GUIDE**

**THE FOLLOWING ARE CONDITIONS THAT SHOULD BE CONSIDERED  
WHEN ASSESSING THE EMPLOYEE'S PERFORMANCE:**

### **JOB KNOWLEDGE**

In-depth knowledge of all requirements of the job. How well does the employee understand all phases of the job as defined by the performance standards set for the position?

### **QUALITY OF WORK**

Accuracy and neatness. Does the employee produce a high-quality work product? Is quality work a priority for the employee?

### **PRODUCTIVITY**

Consider the employee's ability to prioritize and organize work effectively to meet assigned deadlines. Were assignments timely completed and appropriate follow-up implemented? Is the employee a self-starter?

### **DEPENDABILITY**

The employee needs little or no direction. To what extent can the employee be relied upon to carry out instructions, and to what degree can the employee work with limited supervision?

### **ATTENDANCE**

Attendance and punctuality are very important in maintaining a normal workload and efficient schedule. Employees are expected to report to work regularly and be ready to perform their assigned duties at the beginning of their assigned work shift. Is the employee absent frequently? Are the absences affecting his/her performance? Does this pattern constitute a hardship on the work environment?

## **CO-OPERATION**

Consider the employee's ability to maintain a positive and harmonious attitude in the work environment. How well does the employee relate to the supervisors, co-workers and the broader University community?

## **COMMITMENT TO SAFETY**

To what extent has the employee adhered to the recommended safe work practices, participated in safety training programmes, and contributed to the recognition and control of hazards in his/her work area?

## **LEADERSHIP ABILITY**

In the evaluation of this factor, consider the employee's ability to organize, plan, train, delegate and control the work of subordinates in an effective manner.

Distribution: Original - Human Resources

Copy 1 - Faculty

Copy 2 - Employee