



MINISTRY OF HEALTH
[For Doctors and Nurses Only]
Performance Assessment and Development Form

SECTION I

FULL NAME: Surname/Family Name First	EDP No.
Date of Joining Government Service:	Date of Appointment to Permanent Establishment:
Date of Birth:	Department
Substantive post:	Date of Appointment to Substantive Post:
Reporting Officer:	Grade:

CONFIDENTIALITY

This is a restricted document, which will be seen only by a few senior officers. Please state the facts clearly and correctly and do not hesitate to express your views frankly.

PROCESS

Both the Incumbent and their Reporting Officer should complete the relevant sections of this form prior to each review. The information should then be combined into a single form during the review.

ACTING POSITIONS

Where the incumbent is acting, there may be a need to adjust the objectives in SECTION II.

TIMING

A formal review will be held once a year and informal reviews should be held quarterly. The timing of the next review should be agreed at the end of the current review.

GRADING OF PERFORMANCE OF DUTIES DURING PERIOD COVERED BY THIS REPORT

Officers who have met or exceeded performance expectations should be given one of the following ratings:

- (5) – Objectives met beyond expectation; (4) – Objectives met above expectations;
- (3) – Objectives met to expectations

Officers who have not fully met expectations should be given one of the following ratings:

- (2) – Objectives partially completed; (1) – Objectives not achieved

**SECTION II
PERFORMANCE OBJECTIVES - INDIVIDUAL WORK PLAN**

Review the latest copy of the incumbent's position description and attach a copy then rate the degree to which objectives (based on principal accountabilities) are important and have been met:

KEY ACCOUNTABILITIES	OBJECTIVES/TASKS (include Measures and Timing) (KPI)	RESULTS	Employee	Supervisor	Agreed
TOTAL RATINGS					
ASSESSMENT (A): Objectives met beyond expectation Objectives met above expectations Objectives met to expectations Objectives partially completed Objectives not achieved	RATING (R): 5 4 3 2 1	OVERALL ASSESSMENT RATING Add all of the ratings in the Agreed ratings column and divide the total by the total number of tasks/objectives being assessed Overall Rating to be transferred to <u>Section V.</u>			

SECTION III QUALITIES OF PERFORMANCE - COMPETENCIES

Listed below are fifteen competencies important to performance on the job. For each competency five ratings statements are given. Carefully read each of the ratings statement that best describes the officer assessed:

- [i] by the incumbent;
- [ii] by the reporting officer;
- [iii] if there is a disagreement between [i] and [ii] then the agreed rating.

Tick the box to the right of the chosen statement. Repeat this procedure for each of the competencies.

COMPETENCY		Rating	Self	Reporting Officer	Agreed
1	THERAPEUTIC AND CARING RELATIONSHIPS				
	• Consistent and outstanding in the therapeutic and caring relationships with clients.	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Effective and efficient in therapeutic and caring for clients.	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Has the ability and skills in therapeutic and caring for clients.	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Has some potential in therapeutic and caring for clients but applies it occasionally.	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Still requires a lot of development in therapeutic and caring relationship with clients.	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	MANAGEMENT SKILLS				
	▪ Outstandingly methodical in planning, assessing, implementation and evaluation of his/ her work.	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Demonstrates effective management skills and knowledge.	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Demonstrates management skills and knowledge satisfactorily.	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Has fair managerial skills and knowledge.	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	▪ Lacks basic knowledge and management skills.	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3	<p>KNOWLEDGE AND SKILLS</p> <ul style="list-style-type: none"> • Extremely competent in his/her clinical practice. 5 • Has good knowledge and skills in his/her clinical practice. 4 • Has satisfactory knowledge and skill in his/her clinical practice. 3 • Needs improvement in knowledge and skills on his/her clinical practice. 2 ▪ Requires constant supervision in carrying out clinical procedures, protocols and the use of technology. 1 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4	<p>MANAGEMENT OF EMERGENCY SITUATION</p> <ul style="list-style-type: none"> • Responds promptly and effectively in emergency situation. 5 • Responds promptly and adequately in an emergency situation. 4 • Responds satisfactorily in emergency situation. 3 • Has a fair knowledge and skill in responding to emergency situation. 2 • Has limited knowledge and skills in responding to emergency situation. 1 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5	<p>QUALITY IMPROVEMENT AND RISK MANAGEMENT.</p> <ul style="list-style-type: none"> • Outstanding in his/her contribution towards maintenance of an environment, which promotes safety, security and personal integrity of individuals and groups. 5 • Effective and efficient in maintaining standards of care and management of risks. 4 • Identifies risks and hazards satisfactorily and promotes safety of individuals or groups. 3 • Fair knowledge for carrying out the required standard of care and the effective management of risks. 2 • Needs supervision in the application of standard and risk management. 1 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

6	LEADERSHIP				
	• Displays outstanding leadership skills.	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Displays good leadership skills.	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Has a satisfactory degree of leadership skills.	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Demonstrates fair leadership skills.	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Lacks leadership skills.	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	TEAMWORK				
	• Outstanding collaboration and recognition of roles of team members and maintenance of good relationships.	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Active participation in health care team activities.	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Participates in decision-making process concerning the team's progress.	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Occasionally recognizes the value of working as a team.	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Has difficulty in collaborating with other members of the team.	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	PROFESSIONAL AND ETHICAL PRACTICE				
	• Has outstanding knowledge on the application of ethics, codes and legal principles related to health service.	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Shows good application of ethics, codes and law related to health service.	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Has satisfactory understanding of ethics, codes, law and how they relate to health services.	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Has a fair understanding of medico-legal, codes and ethical issues.	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Little understanding of ethics, codes and law as related to health services.	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

COUNTERSIGNING OFFICER'S COMMENTS

Consider the person's performance over the last six months. What are some of the highlights, achievements? What difficulties did they encounter? What could the person have done to improve their performance?

PROFESSIONAL DEVELOPMENT PLAN

As a result of this evaluation, the employee and the supervisor undertake the following actions to improve the skills and/or performance of the employee and to help him/her for future success

Employee undertakes:

[Refer to Section VI]

Supervisor undertakes:

SECTION V OVERALL RATING

Average Rating from Section II	+	Average Rating from Section III	=	Overall Assessment Rating
□	+	□	=	□

SECTION VI TRAINING NEEDS AND DEVELOPMENT

Select	Tick	Areas [if yes] Individual, Occupational, Organizational Need (s)
YES		
NO		

SECTION VII PERFORMANCE LEVEL *

The reporting officer is to place a tick in the appropriate box to indicate as to whether the employee is fitted for promotion or not.

Rating 9– 10	Highly fitted for promotion	
Rating 8	Well fitted for promotion	
Rating 6 – 7	Fitted for promotion	
Rating 2 – 5	Not fitted for promotion	

* This judgment is not to be based solely on the overall assessment rating achieved by the employee for that year. Factors such as the employee’s history of performance in the grade, qualifications and experience should also be taken into consideration.

Regulation 5 (3) of the Public Service (General) Regulations, 1999, provide the appointment and promotion criteria as follows:

The following work related qualities may be taken into account in making an assessment referred to in sub regulation (2) –

- (a) skills and abilities;
- (b) qualifications, training and competencies;
- (c) standard of work performance;
- (d) capacity to perform at the level required;
- (e) demonstrated potential for further development;
- (f) ability to contribute to team performance.

SECTION VIII

ENDORSEMENT

i) Employee

Signature of Incumbent: _____ Date: _____

ii) Reporting Officer

Signature of Reporting Officer: _____ Date: _____

Name of Reporting Officer: _____

Designation: _____

iii) Countersigning Officer

Signature of countersigning Officer: _____ Date: _____

Name of Countersigning Officer: _____

Designation: _____