

Individual performance portfolio assignment (45%)

- Each student sets performance and development goals (with guidance) in week 5 after they have been put into teams.
- Team goals are to produce documentation and IT-related writing for clients.
- Students get feedback at an individual performance meeting in week 8 (formative assessment)
- New goals can be added at any time. Goals no longer achievable can be removed if lecturer agrees.
- Final grade is awarded at the end of the semester.

Individual portfolio	4 Exemplary	3 Excellent	2 Satisfactory	1 Adequate	Inadequate
Goals written	Chosen goals are very articulate and clear, fully address self-identified strengths and weaknesses, follow SMART principles very closely and present a thoughtful balance between achievability and challenge, and performance and development.	Chosen goals are written very clearly, take into account strengths and weaknesses and follow SMART principles. Goals are balanced between achievability and challenge, and cover both performance and development sufficiently.	Chosen goals are written clearly, take into account some personal strengths and weaknesses and meet SMART principles. Goals take into account achievability and challenge and are a mix of performance improvement and development.	Chosen goals meet most SMART principles, are written clearly enough to understand and include a bit of challenge by addressing at least one identified weakness. Must have at least three for improving performance and two for development.	Chosen goals do not address both strengths and weaknesses and/or are worded in such a way as to be hard to understand. May fail to meet important aspects of SMART principles.
Goals evidence	Ample evidence produced to show that extra effort has been made to analyse performance and meet goals, with a focus on making the most of personal strengths and addressing personal weaknesses.	Evidence produced by performance analysis shows that all goals have been met and that personal strengths and weaknesses have been taken into account in the process of taking action.	Performance analysis shows that only one or two goals have not been met. Evidence produced for actions taken towards the goals that have been met. Goals might address some personal weaknesses.	Performance analysis shows that more than half, or three, whichever is more, of the goals have been met by the end of the semester. There must be some kind of evidence to show actions taken.	Fewer than half or fewer than three goals met, or insufficient evidence produced to be able to tell.
Team contribution	Actively contributes to group goals on a regular basis, seeking opportunities to contribute in order to always be actively producing quality work	Contributes with some enthusiasm to group goals, seeking opportunities to contribute without being asked. Produces quality work in a consistently	Willingly completes tasks assigned by group in a timely manner with awareness of the need for quality work. Occasionally seeks opportunities to	Completes tasks assigned by group in a mostly timely manner, though perhaps leaving some things till the last minute. May not be active in seeking	Minimal contribution to group goals. May include active avoidance of tasks or failure to seek active contribution opportunities. Often absent without leave.

	in a very timely manner. Is present at all times unless leave has been properly approved well in advance.	timely manner. Always applies for leave in advance.	contribute more. Makes some effort to apply for leave properly.	opportunities to contribute. Occasionally absent without proper leave application.	
Learning outcomes from programme document LO 3: Demonstrate communications skills appropriate to the IT industry LO 4: Produce quality IT-related writing which contributes to group goals LO 6: Analyse personal performance and take actions to improve that performance					

Group checkpoints assignment (45%)

- Outputs/KPIs come in from outside clients and lecturer assigns them amongst the teams.
- Team leaders coordinate the tasks within their teams.
- All team members have equal responsibility for quality completion of tasks.
- Deliverables must meet the following minimum in order to be accepted:
 - Spelling and grammar mistakes do not hamper flow for reader
 - Tone and language are appropriate for audience
 - Images are used to improve clarity in appropriate places
 - Headings are used logically to improve clarity
 - Formatting is simple, clear and suited to purpose
 - Output produced meets all aspects of the specified purpose
- Sub-standard tasks are handed back to the team to fix (and are thereby late).
- It doesn't matter if the team does not complete the task if it's not their fault (e.g. the client pulls out; or the task suffers scope creep outside of the control of the team).

Group checkpoints	4 Exemplary	3 Excellent	2 Satisfactory	1 Adequate	Inadequate
Outputs/KPIs completion	All KPIs are met comfortably on time and are of high quality. Clients are completely satisfied that all reasonable steps have been made to meet all their needs.	All KPIs are met on time and are of reasonable quality. Clients are satisfied that plenty of effort has been made to meet all their needs.	All KPIs are met in a timely manner to above minimal quality. Clients are satisfied that effort has been made to meet most of their needs.	All KPIs are met and mostly in a timely manner. Clients are satisfied that sufficient effort has been made to attempt to meet most of their needs.	One or more KPIs still incomplete at end of semester or client not satisfied that sufficient effort has been made to meet their needs.

Team dynamics	All team members actively and successfully contribute to maintaining healthy team dynamics, including proficient conflict management. All team members attend all team meetings and activities or make an apology where there is genuine need to do so.	All team members make some effort to maintain healthy team dynamics and manage conflict as soon as possible. All team members attend almost all team meetings and activities or make an apology with sufficient reason to do so.	Most team members make some effort to maintain healthy team dynamics and manage conflict where necessary. Team members who are absent put in an apology or are contacted by the team straight away.	Team dynamics are mostly healthy, perhaps despite the behaviour of one or two team members, and conflict is managed enough that it doesn't prevent team performance. Where team members are AWOL, remaining members make some effort to contact them.	Team dynamics prevent the team from performing or conflict is allowed to get in the way of achieving team goals with no attempt to mitigate this. Little effort is made to contact absent team members or unproductive/counterproductive behaviour is ignored.
Planning and communication	All team members participate fully in team project management systems and are totally communicative with the whole team at all times. Tasks, due dates and milestones are clear to all team members and are always met to a high standard.	All team members use the agreed-upon project management system and communicate regularly. Tasks, due dates and milestones are tracked and met by all team members.	Team uses a project management system which all members agree to, and team members mostly communicate effectively. Most team members make use of the system to keep track of tasks, due dates and milestones.	Team attempts to use some kind of project management system about which all team members are initially informed. Some effort is made to use the system to keep track of tasks, due dates and milestones.	Lack of planning and/or communication means that tasks and due dates are not met. Team members are ill-informed about what they should be doing.
Learning outcomes from programme document LO 2: Apply group/team methodology in a workplace-like context LO 3: Demonstrate communications skills appropriate to the IT industry LO 4: Produce quality IT-related writing which contributes to group goals LO 5: Apply the fundamentals of project management to team-based projects					

Advancement scales

0-6: performance management (demotion)

6: no change, calculate PIP

7-10: up one level

11-14: up two levels

15-20: up three levels

20-23: up four levels

24: promotion to A+

Grade table

C- 50-54

C 55-59

C+ 60-64

B- 65-69

B 70-74

B+ 75-79

A- 80-84

A 85-89

A+ 90-100

Performance Incentive Payment to be calculated based on addressing any shortcomings identified during job application process.