

PDR for Research Staff – reviewee guidance

This guidance is aimed at research staff using the ‘PDR Form for Postdocs and Research Staff’ for their PDR. It is designed as a companion document to this specific form, and complements the PDR guidance for all staff by providing additional insight relevant to preparing for and having career and development conversations with their line manager. It provides insight on how to prepare for the PDR meeting, what to discuss and how to complete the associated form.

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Introduction

- **The PDR**

- ✔ Is meant to enable staff to reflect on and discuss their development and career plan with their line manager, to allow them to deliver their role and achieve their career goals.
- ✔ Is meant to be useful for the reviewee's career, and provide them with positive and constructive feedback.
- ✘ Is not a research planning meeting. Research delivery should be discussed at separate meetings. The main role-specific objectives for the year are here discussed from the lens of the development they will bring or require.
- ✘ is not an appraisal or performance review. While progress and achievements will likely be celebrated as part of the discussion, constructive feedback provided, and development needs discussed, line managers should organise a separate meeting if they need to discuss important performance issues.

- **Expectations of research staff**

All individuals at Queen's are responsible for their own career development, and it is expected that they will all take part in a yearly Personal Development Review, as well as progress meetings, with their line manager.

The University is a signatory of the Researcher Development Concordat, which sets the obligations of institutions, line managers of researchers, and research staff, in supporting the development of researchers. Research staff are obligated to engage with their own development and can learn more about their obligations on the [Researcher Development Concordat website](#).

Your career evolution will be influenced by the time and effort you dedicate to it, including making and adapting a career plan, developing skills and experience, applying for positions, and taking opportunities. While there is some support available from the University and your line manager, you are the only one able to do the self-reflection and work required.

- **The importance of career development for research staff**

Career development is important for all individuals, but especially for research staff. Indeed, most research staff positions are designed as early career positions with some emphasis on learning and development, are funded via fixed-term contracts, and do not naturally lead to employment in a specific career pathway within the university. Career options for research staff are broad and include a wide range of positions in all sectors of activity. Research staff thus need to properly explore their options for further employment, and plan the development of their skills and experience to enable them to become strong candidates for their career of choice. Whatever career they choose, they will eventually have to apply for a position via a competitive process in order to secure more sustainable employment.

For this reason, the University has introduced an allocation of 10 career development days for all research staff, to be spent on activities related to their career development but not directly linked to their research project or contracted role. They should make the best of this allocation and the PDR is the opportunity to plan for this.

The development days allocation of an individual is calculated as a pro-rata of 10 days (~80-100 hours) per academic year depending on their contractual working hours (Full-time vs Part-time) and to reflect their contract start/end date if they haven't been/won't be a Queen's

research staff member for the full academic year. It can be difficult to accurately calculate time spent on some development activities and this allocation should be viewed with flexibility and with the optics of promoting a reasonable amount of development each year; it is expected that approximations will be used when estimating time spent.

- **Which development is role-related or not?**

Role-related development refers to development activities (tasks, training, events attendance etc.) that are required to complete the research project and associated objectives, as well as tasks that, while not absolutely necessary, fit within the job description and profile of research staff. This can include attending conferences, attending training and certification for a home office licence or other integrity requirement, developing analytical skills via online learning, visiting other researchers to be trained in specific methodologies, training and contribution to public engagement, collegiality activities (chairing/ organising symposium, organising journal club, managing equipment, participating in an innovation training programme aligned with the research...).

Other development activities may be more about the researcher's career than the research/role they are employed to deliver, and would be considered as additional development that would normally take place as part of their 10 career development days' allocation or in their own time. While these activities would not be considered as the researcher's immediately-contracted work, they may sometimes be carried out 'at work'. These could for example include teaching, exploring career options, attending career development events, seminars or mentoring, visiting a potential employer, preparing job applications, attending interviews, developing personal research interests, developing a fellowship proposal, attending training for skills not required for their research, joining the Postdoc Society etc. Some tasks, such as developing a fellowship proposal, are likely to require more than 10 days.

- **Where does funding for development come from?**

It is first worth noting that many development opportunities don't cost anything, except a bit of time. This includes researching career options, preparing applications, engaging with university training or online resources, free online events and videos, learning from a colleague, joining a committee or event organising group etc.

Development opportunities that are directly related to your role should normally be covered by the grant that funds your work or by your group/team. Your School or Faculty may have additional funding they can provide. Centrally, the [Research & Innovation conference fund](#) may provide some support where other sources have been exhausted, and the [Agility Fund](#) can support some types of training, funding application development, impact and engagement etc. Professional societies in your discipline may also offer training or funding to members.

For development activities that are not directly related to your role and for which none of the above sources are relevant, you will be expected to fund them yourself and the University will solely provide you with the time you'll need (within your 10 development days allocation).

- **How to find information on careers beyond academia**

It is unrealistic to expect your line manager to be able to provide detailed information on a career path they have not followed, and their role in your PDR when discussing such careers will be to help you refine your thoughts and plans based on the information you will provide

them. It is up to you to look for the career options available, as well as what different roles entail and require.

To do this, you should make use of your research skills – there is a lot of information out there – and of career exploration opportunities or events available, notably those provided by the PDC (career exploration interviews, panel discussions, events, [‘The theory of the postdoc evolution’ PDC podcast](#) etc.). You may want to look at the [Prosper Explore pages](#), the [Research Careers project](#), [UKRI 101 jobs that changed the world](#), [Pathfinder career narratives \(University of Glasgow\)](#) etc. as well as look at people within your (and your colleagues’) network (you can join the [QUB Postdocs](#) LinkedIn group and see what former postdocs are now doing).

To get to know more about a specific type of role, looking at relevant job/role descriptions and/or identifying individuals with such roles and asking them for an ‘informational interview’ to know more about what they do and how they got there can be very informative.

- **What to expect from your line manager in relation to career development?**

Your line manager is not meant to tell you which career you should consider or even know about all the options available to you. They can only provide you with some insight based on their own experience. They may (as relevant, each situation is different):

- Provide feedback, insight and suggestions based on their experience
- Act as a sounding-board and prompt further reflection
- Introduce you to contacts from their network
- Provide references for roles you apply for
- Provide feedback on job applications, help with interview preparation
- Provide opportunities to gain new experience, for example to teach, supervise, review papers, organise events, chair sessions, communicate research to the public, engage with industry/other sectors (via IAAs, consultation, KTPs, innovation programmes...), join a committee etc. as relevant to your career plan
- Support you developing independent research ideas (enabling you to carry out preliminary work, support fellowship/grant applications, support you developing a student project...)
- As appropriate, support you attending events (conferences, trade shows, networking...) and courses/workshops, including financially when role-related and possible
- Ensure your workload is appropriately allocated so that it doesn’t prevent you from engaging with development or compromise your work-life balance, helping you re-prioritise as required (see [PDC work-life balance guidance](#) for more tips)

Note: this is not an exhaustive list, be creative and don’t hesitate to tell them what you’d like them to do for you.

For some career development topics (e.g. careers your line manager is not very familiar with or areas in which they may be biased due to their direct working relationship with you), you may also benefit from a discussion with a mentor who isn’t your line manager (internal or not, formal or not).

- **Practical expectations**

- PDR meetings usually take place in the summer; your line manager will arrange a meeting (we suggest you set aside ~1.5 h for a meaningful discussion; in one or more settings as you both prefer) and provide a deadline for you to send them the form (usually 1 week before the meeting).
- Reflect on your year and plan the year ahead by filling the relevant sections of the PDR form. This will take time, especially your first year or if you do not already have a personal development plan. It is important to anticipate this and not leave it to the last minute.
- Send the completed PDR form to your line manager at least a week before the meeting (or else as agreed), to give them time to read it and reflect on the feedback they want to provide.
- During the meeting, be open and honest about your expectations and goals; your line manager can't help you if they don't know what you need.
- Update any section to reflect the discussion and what was agreed, as required, either during or shortly after the meeting, then send it to your reviewer.
- Your reviewer will fill their parts of the form after the meeting, and potentially update other parts if relevant, then send it to you.
- Keep a record of the final version.
- Follow up ~6 months later for a shorter informal progress meeting, to ensure actions are being followed up on and that any arising issues can be addressed.

- **Signposting and additional resources**

- [PDR at Queen's \(People & Culture intranet\)](#): includes details on the process and general guidance and resources for all staff
- [Development days policy for research staff \(PDC website\)](#)
- [Concordat researcher obligations \(Researcher Development Concordat website\)](#)
- [Work-life balance guidance for research staff and their managers \(PDC website\)](#)
- [Career development page \(PDC website\)](#): includes signposting to career planning resources such as Individual Development Plans (myIDP, ImaginePhD, Prosper...)
- [List of core workshops for postdocs \(PDC website\)](#)

Conducting an effective PDR and filling the form

The form has been designed to promote self-reflection for the member of research staff (reviewee) and drive a useful career conversation during the meeting. The reviewee is responsible for most of the writing and preparation.

The content on the form is meant to help the reviewee prepare for the meeting, as well as recollect what was discussed and review plans and actions after the meeting. It doesn't need to capture everything that took place in the year, nor everything discussed at the meeting in detail, only the main points and actions. It is not an exercise of style and concise statements and bullet-points are encouraged.

- **Section 1 - Context**

Aim of the section:

Provide context to the review, notably on the length of the review period and future review period, in order to reflect and plan in a way that is reasonable to the timeline, both in terms of quantity and quality (e.g. focus on exploring, planning, applying?).

What to discuss:

The overall use (estimation) of your 10 development days allocation (based on details provided in section 3) and potential challenges related to workload and prioritisation.

What to write on the form:

Before the meeting: dates, approximate number of development days used and challenges to do so, relevant circumstances affecting the past or upcoming review period (e.g. maternity leave, partial working year etc.).

During or after the meeting: date of informal development progress meeting (~6 months or so post-PDR), as agreed with your line manager

Examples for Section 1:

Contract end date	31/12/2026
Number of development days available for the review period	7.5 (started 01/01/2023)
Number of development days used during the review period	4
Specific considerations having impacted the review period (e.g. period of extended leave, personal difficulties, length of the period if less than a year etc.)	<p><i>'Settling in Belfast and the university took a bit of time.'</i></p> <p><i>'Focused on getting started with research and didn't prioritise career development'</i></p> <p><i>'Hadn't planned development and forgot'</i></p> <p><i>'Workload and other priorities got in the way of career development'</i></p> <p><i>'Loss of close relative led to need for time off and difficulties focusing'</i></p> <p><i>'Maternity leave for 6 months'</i></p>
Number of development days for next review period	10
Specific considerations that may impact the next review period (e.g. planned period of maternity leave, length of the period if less than a year etc.)	<p><i>'Maternity leave due to start end of March 2024 for min 6 months'</i></p> <p><i>'3 months secondment at collaborator's lab will minimise opportunities for non-role-related development during that period'</i></p> <p><i>'New PhD student and several UG/PGT students starting around the same time in the group will put pressure on my time and equipment availability; need to prioritise and share supervision with others to enable research progress'</i></p> <p><i>'If accepted in the ICURe Explore programme, this will buy-out my time and halt normal responsibilities for 3 months'</i></p>
Date of informal follow up discussion	03/03/2024, 10 – 11 am (in diary)

- **Section 2 - career goals**

Aim of the section:

Enable the reviewee to share where they would like their career to go and their progress so far, and give an opportunity to the reviewer to help them refine their plans and development focus for the year ahead.

If the reviewee doesn't have a career goal (or only one), one of their goals could be to identify potential careers of interest.

What to discuss:

- Your main goal/ plan and 'back-up plans' or other career interests
- Your time-frame to apply for positions of interest and how reasonable it is
- Your understanding of the job market for your positions of interest
- Recent progress towards your goal (during the review period)
- Any gaps you want to focus on for the next review period

What to write on the form:

- Type of position and or sector for your main career goals (usually minimum 2, maximum 3); if no clear goal, consider adding 'exploring career options' instead
- Your approximate time-frame to apply for the position (e.g. within the next review period, already ongoing, in ~2-3 years etc.)
- Main progress you feel you have made during the period towards your goals, and remaining gaps that can be used in your development planning (keep it short and high level; further detail on specific development activities carried out in the review period will be provided in other sections)

Note: Developing an Individual Development Plan ([see some possible tools on PDC website](#)) can provide with additional self-reflection in terms of your own values, interests, strengths and skills, that can prove very useful to set personal career goals.

Examples for Section 2:

Career goal (e.g. type of position and/or employer)	Timeframe for application	Progress towards goal / comments (e.g. gaps identified, recent progress made etc.)
<i>Data analyst in health-related company</i>	<i>1-2 years</i>	<i>Identified a few relevant companies (company 1, 2, 3...); talked to 3 people in such roles and studied job descriptions. Need to network more in that space and upscale R and Python skills, ideally with demonstrable application (not just theory)</i>
<i>Owner of social enterprise bringing culture to underprivileged areas</i>	<i>3-5 years</i>	<i>New idea. Need to investigate what is required to set-up a company, existing support/programmes and funding; learn about and develop business plan, network and identify mentor(s)</i>
<i>Lecturer</i>	<i>Ongoing, anytime</i>	<i>Have applied for 2 positions last year, invited for interview once. Need to focus on teaching experience/certification and grant writing/funding, ideally designing a grant or fellowship proposal. Positions in area of interest are rare; need to look across the UK</i>
<i>Unsure – Explore career options</i>	<i>Identify options within 1 year</i>	<i>Don't feel an academic career is for me but not sure what I could do. Need to reflect on my skills, values, needs etc. and look into options to identify 2-3 potential goals within the year</i>

- **Section 3 - Objectives and development related to the current review period**

Aim of the section / overview:

Enable the reviewee and reviewer to discuss the skills and experience developed over the period, notably assessing the impact of development activities planned the year before on the delivery of objectives and the reviewee's progress towards their development goals. This includes both development that resulted from delivering role-specific objectives, and career development activities not directly linked to their contracted role (see the above section 'Which development is role-related or not?' for details).

What to discuss:

- The impact of your contributions on the project, team, School, strategy (big picture)
- How development activities helped you deliver your role and objectives
- What you have done (in or outside your role) that brings you closer to your career goals
- Reasons why some development activities didn't get completed and how to avoid development being overlooked in the future (if relevant)
- Time spent on development (for role and as part of 10 days allocation) and related pressures in relation to workload, work-life balance, and lessons learned when it comes to estimating time requirements
- Actions that may need follow up or repetition in the next period (they would need to be included in section 4)
- The support you received from your manager and how helpful it was

What to write on the form:

Copy/paste information from the Section 4 of last year's form (or amended version based on the following informal 6 months progress meeting if relevant). If you previously used the 'Research and Professional Services PDR form' used until 2023, you will find relevant information in sections 1 and 2. This includes copy/pasting the actions your reviewer agreed to take the previous year (bullet points from section 4), indicated if they were completed (or delayed, de-prioritised, not completed), and indicate briefly how they impacted you (if not already covered above). If they were not completed, your manager will need to indicate a reason during or after the meeting.

Provide indication of progress for each action (completed? Ongoing? Abandoned? Forgotten? Etc.) and the impact it had on you and your progress towards your career goal (positive or not), keeping it short and focused.

For the 'additional career development' part, indicate (approximately) how much time was effectively spent on each activity. If you spent time on activities that weren't planned as part of your PDR the year before, add lines to the table as appropriate.

If this is your first PDR, depending on how long you have been in your role, you can either add objectives based on what was discussed with your line manager at the start of your contract and/or add objectives based on what you have effectively been involved with so far (you can reduce the number of objectives as seems appropriate), or leave the section blank if you have been in your role for a short period of time (e.g. less than 4 months); ask your line manager for advice if unsure.

Examples for Section 3:

Role-related development

Role-related priority or objective	Associated development / learning activities	Progress and comments
Coordinate delivery of X project, including as primary link for collaborators	Learn about the basics of project management, working with teams, stakeholders, and leadership (internal courses and LinkedIn Learning); Identify and use project management tool (e.g MS Planner). Learn by doing	Project on track. The Postdoctoral Leadership Programme helped understanding how to manage the different stakeholders involved. MS Planner was a learning curve but now embedded in how I work and helpful
Develop and update project website	Get CMS access and do relevant training/read resources. Look at other websites and talk to website owners for advice/inspiration. Learn by doing	Website completed and up-to-date. Enjoyed it. Key learnings in good practice to ensure accessibility to screen-reader users and overall user experience
Secure ethics approval to allow for data collection (incl. develop materials for participants)	Learn by doing; reading resources from the governance team, previous applications from colleagues and talk to previous applicants/seek feedback	Delay in starting data collection due to modifications demanded by the ethics committee; lesson learnt: allow time to collect feedback from the governance team before submission to the ethics committee
Communicate to wider audiences (disseminate research to the public)	Host stand/event at NISF; write piece for The Conversation (attend editor workshop)	Instead participated in Soap Box Science; scary but rewarding! Workshop with editor helped frame what to write about. Feedback was helpful and piece published and picked up by other outlets; chuffed about it

Additional career development

Development goal / action undertaken (e.g. skill, experience, 'how to')	Approx. time spent	Progress and comments
Apply for lectureships: Attend lectureship application workshop & update CV; apply; seek PDC interview support	4 d	Course on lectureships was very useful to craft my CV. Applied to 2 positions (1 interview invitation). PDC mock interview helped; didn't get the job but feel better prepared for future opportunities
Research papers reviewing experience: Watch relevant Nature Masterclass; manager to share reviewing requests and work together on it	2 d	Reviewed 3 papers with increasing autonomy. Learnt about peer-review, critically assessing research, and feel better prepared writing my own papers and planning rigorous research. Happy to contribute to my field
Apply for fellowship (independence, grant design, track-record): - Generate preliminary data (apply to Agility Fund) - Engage with Research Development team, design, write & submit	3 d 16 d	Successfully received £500 from Agility Fund to carry out preliminary work + proposed / supervised UG student project to generate encouraging results that strengthen application Workshops & recordings useful; feedback on plans, proposal and navigating the process very helpful. Submitted; answer in November
Build academic citizenship: Participate in school life and join committees	5 d	Chaired PhD talks, chaired PDC career panel, became Athena Swan rep & contributed to meetings. Rewarding to apply skills outside research, understand the university better; helped my confidence and met new people

- **Section 4 - Objectives and development for the next review period**

Aim of the section:

Enable the reviewee and reviewer to set role-related objectives and other career-related goals for the year ahead, and plan development to fulfil them, including planning the use of the 10 days allocation. It enables looking at your role as a means to develop (learn new method, expand network, attend events, take on new tasks etc.). Development is not necessarily about attending workshops, and doesn't always require funding. Most of it is obtained 'by doing' and may only require your line manager to provide/support you with an opportunity.

What to discuss:

- Role-related objectives for the year and what skills, experience or outputs you will likely gain from them
- Development needs arising from role-specific objectives (e.g. learn new methodology) and how they will practically be fulfilled (course, visit, shadowing...), including financially (role-related training is normally paid by the grant/ manager)
- How the additional goals you have decided to focus on fit with your career plan
- How your manager can help you achieve your goals
- How achievable and reasonable objectives and additional goals are when considering other tasks part of your workload, fit within the 10 days allocation etc.

What to write on the form:

Role-related development:

- List the main objectives you see for your role in the upcoming year (maximum 5). Keep it short as only to get the conversation started; your line manager will likely reframe and potentially change some objectives during the meeting
- Reflect on what skills you will learn by fulfilling these objectives, or any other development that will take place as a result (making new contacts, getting insight into another sector/knowledge area, gaining experience, presenting at a conference...)
- If you need training or additional knowledge to fulfil the listed objectives, add by which means you could acquire that new knowledge (attend a course? Learn from someone? Learn online?)

Additional career development:

- List specific actions you and/or your manager could take to address in priority the main development needs you have identified in section 2 in relation to your overall career goals (e.g. if you think you need to gain teaching experience, a manager action could be 'enable me to deliver X lecture on their behalf and mentor me through it'; manager actions are captured as bullet points under the table). Indicate how long this would approximately take

During/after the meeting, update as needed based on the discussion; your line manager may update the role-related objectives themselves, but it is likely you would update the document then share it with them.

Examples for section 4:

Role-related development

Role-related priority or objective	Associated development / benefit (if relevant)	Learning activities needed (if relevant)
Get familiar with new research area	Build new specialist knowledge and expertise	Read literature, attend symposia, seminars, webinars, engage with journal clubs and lab meetings
Disseminate research findings to the academic community	Publish research paper, coordinating publication from choice of journal to answering reviewers (writing skills, publishing knowledge, track-record, leadership)	Get familiar with Open Access good practice and journal metrics to choose appropriately. Nature Masterclasses and QUB OA webinars should help
	Present at international conference (communication skills, networking, profile building)	NA; used to present at conferences; maybe attend the storytelling PDC workshop
	Apply for external funding for conference (proposal writing skills, funding track record)	Learn by doing and through mentoring/feedback
Carry out X experiment	Learn how to do X procedure (new technical skill) and train rest of the team (training/teaching experience)	Secondment at collaborator's lab to learn from them
Investigate the commercialisation potential of the research	Understanding of innovation, IP, commercialisation, business plans and research transfer. Expand network, notably through business mentoring	Engage with commercialisation team in R&E and take part in ICURe or other Lean Launch innovation programme (includes training, mentoring, networking, proposal development...)

Additional career development

Development goal / Actions (e.g. skill, experience to gain as well as concrete ways to reach them)	Approx. time required
Gain teaching/ supervision experience and certification: - Become Assistant Supervisor for PhD candidate & attend PDC supervision course - Teach small number of lectures/tutorials (manager to help identify/share opportunities and mentor) - Apply for AF-HEA via QMA (using CED writing workshops)	8+2+2 =12 d
Identify career options outside academia: Search online for options, read profiles, attend career events and panels, listen to career podcasts (e.g. PDC podcast), look at roles in company of interest, search alumni on LinkedIn, approach people and carry out informational interviews, visit a company/shadow someone etc. Register on Prosper and identify my values, skills etc. to find career options that fit	3 d
Gain exposure to industry/ non-academic partners: Investigate options to develop collaborations and small bids engaging with policy makers, industry or other partners through Impact Acceleration Accounts for example (e.g. Proof of Concept funding, engagement fellowship...) or consultation; contact potential partners and develop proposal	6 d
Develop leadership and profile in research field: Join professional society and volunteer to contribute to a working group and/or event organisation committee (e.g. early career researcher conference); apply for the Postdoctoral Leadership Programme	7 d
Better understand academic careers: Sign-up for the postdoc group mentoring programme, talk to academics, read profiles/listen to interviews	2 d

- **Section 5 - End of review period summary**

Aim of the section / overview:

Summarise the reviewee's contributions and overall experience at work in the past year, celebrating successes and progress, and potentially troubleshooting some challenges or insecurities. It also aims at clarifying the reviewee's employment situation and the options and next steps they will likely take to secure employment beyond their current contract.

What to discuss:

- Successes and progress: your personal view and theirs
- Challenges and worries (e.g. workload, work-life balance, issues with people or local culture...)
- Expected end of contract and opportunities for further employment (upcoming funding that could provide a contract extension, possibility of a fellowship or project grant you could be named on, opportunities in another team, application for positions at Queen's or beyond etc.)

What to write on the form:

- Some key highlights, achievements or progress you've made or activities you've enjoyed this year. These can span across your research, teaching or citizenship activities, career development, or personal reflections (e.g. feeling more confident with something) etc.
- You may notably reflect on your approach to work and contribution to a positive Research Culture and environment (e.g. efforts to help and work with others, share information and resources, quality and integrity of your research etc.)
- Some issues you've had or insecurities and worries for the upcoming period if any (some issues may require a separate meeting to be set up)

Your manager will add comments and fill the 'next steps' box after the meeting to reflect the discussion. Before the meeting, you can briefly write what you see as your next step to get the discussion started.

Examples of statements that could fit in Section 5:

- *Participating in the innovation programme was a highlight; it brought me a lot of new knowledge, confidence, and challenged assumptions I had about the entrepreneurship sector; it widened my network and opened new avenues for our research and my career.*
- *I'm proud of the relations I have developed with our research participants, and of co-creating meaningful research objectives with them; seeing how they value what we have produced together is a highlight.*
- *I believe I have a collegial attitude and have made time to join committees and efforts to help others delivering events and initiatives, including chairing a public event, which was out of my comfort zone.*
- *I found it difficult to decide what to prioritise in my work and it affected my work-life balance and ability to dedicate time to career development.*
- *The number of project students in the team is growing and I worry about how it will affect my ability to deliver my work; they come to me a lot of help and it is hard not to help them but is very time-consuming. It is making it difficult to access equipment too.*

Six-months post-PDR progress meeting

We advise that you schedule a short and more informal meeting approximately 6 months after the PDR to discuss progress.

Aims:

- Remind both reviewee and reviewer of the actions they agreed to take, potentially triggering steps to be taken
- Discuss any outcome or progress so far
- Re-focus priorities if needed (goals may change)
- Address arising issues

There is no paperwork to be done, but we would advise you to write the relevant updates on your next PDR form for the ongoing period (to take place ~6 month after), in order to save time later. There is no need to submit the form to the reviewer, it can just be brought to the meeting as support for the discussion.