GUIDANCE FOR PROMOTION TO GRADE 6

The guidance found below will help you select appropriate information to include in your application. The examples provided are not exhaustive, they are there to illustrate the types of activity that fit the criterion described.

In your application please address all of the criteria in section A **and** choose three of the criteria within section B.

SECTION A

Please demonstrate how you meet ALL of the criteria listed in this section.

A1 - You communicate complex information to people making sure they understand it.

This considers the communication you use in your role, both written and verbal. You will be communicating and clarifying matters of a more complex and specialised nature on a daily basis. Given your audience will be dependent on your knowledge and experience, you will also give consideration to the format and tone used to ensure the message is properly understood. The level of knowledge of those receiving the information will be crucial in this.

To help structure the information you provide in your application, you might like to think about:
- Who you talk to and/or what do you write about in your role?
- What type of communication is exchanged and why?
- How do you decide what to say/write and when to say/write it?

Examples
- Explaining the use of detailed procedures, regulations, or policies to staff, students or members of the public.
- Presenting ideas and influencing colleagues to adopt to a certain preferred point of view.
- Negotiating straightforward contracts with external suppliers.
- Writing results for complex experiments.
- Writing a grant application case.
- Producing formal minutes for specialist/technical committees.

A2 - You interact with people outside your team to share ideas and identify ways to improve how things are done.

This considers who you liaise with and what you liaise about. In addition to communicating with people within your immediate work team, you will be liaising with people across the organisation (and possibly externally as well). This may be reactive (e.g. in response to requests for information) but is also likely be proactive, generating information to suit the needs of the person or group with whom you are communicating. The liaison will involve the two-way sharing of information where your input will affect the way things are done.

To help structure the information you provide in your application, you might like to think about:
- Who do you liaise with and why?
- Why is it important and how often does it happen?
- What information are you typically receiving/seeking and acting on?
- What types of things are affected/changed as a result of your liaison?

Examples

- Proactively contacting staff in other areas to explain procedures and discuss how they can be used within their department/service.
- Liaising with colleagues from other departments/services to share best practice and gain new ideas that can be adopted.
- Participating in groups, to inform knowledge and best practice within your own service/faculty.

A3 - You are part of groups or networks to share information with people from other areas.

This considers your involvement in any local groups or networks. These will be outside of your immediate work team and could be internal or external to the University and both formal and informal in nature. Although they can be physical groups or networks where you attend a meeting, they could also be remote groups. Your role within the groups or networks would typically be to disseminate and share information with colleagues/members.

To help structure the information you provide in your application, you might like to think about:
- What is the purpose of the group or network you are involved in?
- What is your role in it?
- What would happen if you were not a part of the group or network?
- What information will you be passing on or receiving?

Examples
- Member of a remote group of HE administrators, sharing ideas and best practice across institutions.

A4 - You identify where improvements should be made to the service and what can be done to achieve these.

This considers your role in defining and delivering the service provided by your team. For the most part you will be delivering a service defined by others although you will be mindful of continuous service improvement and be proactive in inputting your own ideas into the overall discussions about team direction and standards, either through team meetings or directly to your manager. This may be informed by customer feedback you have received or, in some instances, actively seek. You may also be involved in helping roll out new service standards/initiatives.

To help structure the information you provide in your application, you might like to think about:
- What service you provide and to whom?
- How do you find out what your customers want?
- Who sets the overall standards for the service and decides what services will be offered?
- How do you feed in your ideas to the overall service direction?
Examples
- Making recommendations, based on personal observations or customer feedback, on how the service provided can be improved.
- Helping roll out new services.
- Helping to develop customer surveys, interpreting the responses received and developing solutions to improve service effectiveness.

A5 - You are involved in decisions that have an ongoing impact beyond your immediate team.

This considers the decisions you make as part of your role and the impact those decision have. These can be decisions you make independently or jointly with others. It also includes where you are providing advice and input into other people's decisions. The impact of the decisions you make be beyond your immediate work team and may affect a more sizeable area, for example a school or service. Your decisions are also likely to have on ongoing impact so consideration of the wider implications is needed before a decision is made.

To help structure the information you provide in your application, you might like to think about:
- The decisions you are involved in making?
- How are decisions made and who makes them?
- What authority do you have to make decisions without the agreement of others?
- Who or what do your decisions impact and over what timescale?

Examples
- Authorising money from a previously agreed budget.
- Deciding who to involve in a cross functional working group.

A6 - You plan ahead and manage any resources required to ensure projects or tasks are delivered.

This considers your responsibility for planning and organising resources. This will primarily include planning your own work but could also involve some responsibility for project related work and possibly the work of others. It could also include some responsibility for resources, which could be money or equipment in addition to staff. You will be planning at least a month ahead, and potentially up to a year in advance, thinking beyond day to day activity, taking into consideration a range of internal and external factors that may impact those plans.

To help structure the information you provide in your application, you might like to think about:
- What do you plan and prioritise?
- What may impact any plans you put in place?
- What things do you need to consider and take account of?
- What resources are involved?
- How is your progress monitored?
- How do you ensure work is of a consistently high quality?

Examples
- Some responsibility for the resources of an area of activity/team within a school or service (people, money, equipment).
- Planning and forecasting financial income for the department/service, for the short and medium term.
- Helping to manage a specific project which requires the production and management of a project plan.
- Monitoring progress of staff/projects and keeping to timescales.
- Monitoring budgets and agreeing expenditure, although ultimate responsibility may sit elsewhere.

A7 - You analyse information you have gathered from different sources to understand an issue and inform your own or others' decisions.

This considers any aspects of investigation, analysis and research. Your focus will be on gathering a range of 'raw' data from a range of sources. You will then be manipulating the data and providing a first level of analysis and perhaps recommendations, pulling it together into a format suitable for the needs of the audience to whom it needs presenting. This could be through a verbal report or

presentation or written report/email but you will make the judgment about the most appropriate format given the nature of the data.

To help structure the information you provide in your application, you might like to think about:
- What are you researching and why?
- What data do you need to obtain?
- How do you obtain it?
- How do you decide how to gather the data?
- What do you consider when presenting data to others?

Examples
- Identifying appropriate sources of information such as literature or internet searches, collating the data and presenting the findings.
- Developing and providing statistics.
- Analysing trends in service usage, using a variety of data e.g. student numbers and expenditure against a budget to forecast needs.

SECTION B

Please demonstrate how you meet THREE of the following criteria.

B1 - You are involved in shaping the direction of your team or specialism, directing your own and others work to achieve this.

This considers your role in your immediate work team. You are likely to be a senior member of your team with some responsibility for overseeing the tasks of your work team on a day to day basis, even if you are not a formal line manager. This would include being responsible for allocating work, monitoring its achievement and providing feedback to staff members as appropriate. You would typically be expected to provide motivation and praise and take remedial action where any concerns arise. Generally, the strategy and overall direction for the team would be provided by a more senior manager.

To help structure the information you provide in your application, you might like to think about:
- What teams are you involved in, what is their purpose and what are they trying to achieve?
- Who is in the team and what is your role within it?
- How are team members motivated and encouraged and how do you support this?

Examples
- Overseeing the work of a team in a supervisory capacity.
- Providing leadership and direction to staff within the area on a day to day basis.
- Ensuring the team are aware of how activities fit into the areas overall objectives.
- Responsibility for allocating work and monitoring progress against plans.

B2 - You plan activities or projects that take place over several months, ensuring these are achieved by monitoring progress and taking appropriate action.

Please note that should you choose to provide evidence against B2, it is likely to overlap with the evidence required in A6. In this situation, there is no need to duplicate information in addressing both points. Simply provide the evidence for both under B2.

This considers your responsibility for planning and organising resources. You will be planning your own work, the work of others and/or will have responsibility for the delivery of project related work.

You are likely to have responsibility for a range of resources (people, money, equipment) which will include allocation and monitoring. You will be planning several months ahead, and possibly up to year in advance, thinking beyond day to day activity, taking into consideration a range of internal and external factors that may impact those plans, putting contingency plans in place and considering a range of options to ensure goals are achieved.

To help structure the information you provide in your application, you might like to think about:
- How do you plan and prioritise?
- What may impact any plans you put in place?
- What things do you need to consider and take account of?
- What resources are involved?
- How is your progress monitored?
- How do you maintain work quality?

Examples
- Responsibility for the resources of an area of activity/team within a school or service (people, money, equipment).
- Introducing and rollout out new systems and procedures, planning and monitoring all activities required to achieve a successful outcome.
- Managing a specific project and the associated resources which requires the production and management of a project plan.
- Monitoring progress of staff/projects and keeping to timescales, ensuring work is delivered as necessary.
- Monitoring budgets and agreeing expenditure.
- Managing staffing numbers/resources for your area.

B3 - You find ways to resolve challenges to which there are no tried and tested solutions.

This considers the types of problems you are required to solve and how you solve them. In addition to straight forward problems, you will be required to use your judgment to resolve more complex operational problems that may be relatively predictable but may occur less frequently. Your range of choices will usually be defined so answers do sometimes exist but they are not necessarily straight forward and there may be occasions where you need to develop a tailored solution. This will involve putting forward your opinion based on your previous experience and giving consideration to the impact of the problem.

To help structure the information you provide in your application, you might like to think about:
- What typical problems do you face?
- How often does this type of problem occur?
- What do you do about them?
- What options do you consider and how do you choose the best course of action?

Examples
- Dealing with non-standard queries on a complex process or procedure.
- Investigating a period of staff absence and taking action to resolve it.
- Organising temporary cover for absent staff.

B4 - You work in a potentially hazardous environment and need to follow specified health and safety procedures.

This considers your work environment and the need to take responsibility for dealing with it. Your focus will be on taking appropriate action to control or reduce risk or to ensure that any impact from

the environment does not result in harm. Whilst typically there will be someone else ultimately responsible for health and safety of your area, you will be responsible on a day to day basis and you are likely to be responsible for others in addition to yourself. Normally the degree of risk or level of hazard is obvious.

To help structure the information you provide in your application, you might like to think about:
- What is your environment like?
- Are you responsible for the safety of others?
- Do you have to take any special measures to reduce risk or control the environment?
- Do you have to use any safety equipment or special clothing?

Examples
- Following safe procedures when using machinery or electrical equipment.
- Reporting faults so that people are working in a safe environment.
- Ensuring protective clothing is available and worn by yourself and others.
- Working in a hazardous environment e.g. kitchen or laboratory.
- Formal health and safety responsibility is part of your agreed duties.

B5 - You regularly provide development to other team members, which could include coaching or on the job training.

This considers what involvement you have in the development of other team members. You will have responsibility for providing training or instruction, related to your role, to other team members although this does not require you to be a formal line manager. You may also coach team members and provide internal training sessions, sharing your experience and knowledge.

To help structure the information you provide in your application, you might like to think about:
- What do you guide, coach or instruct others to do?
- How do you do this?
- Who identifies the teams learning needs and decides whether training or development is required?

Examples
- Training people how to follow an operational procedure and providing ongoing support.

B6 - You undertake staff reviews for the members of your team and use these to identify training needs and agree with the person how these could be met.

This considers what involvement you have in the development of other team members. You will be responsible for ensuring your staff know what is expected from them and how they are performing against this, providing constructive feedback as appropriate. You will undertake staff reviews and be responsible for the training and development needs of members of the work team and ensure steps are taken to address these needs. You will have also be responsible for providing training or instruction to other team members and you may also coach team members and provide internal training sessions, sharing your experience and knowledge.

To help structure the information you provide in your application, you might like to think about:
- What do you guide, coach or instruct others to do?
- How do you do this?
- Who identifies the teams learning needs and decides whether training or development is required?

Examples
- Carrying out staff reviews, identifying training needs and ensuring these are addressed.
- Ensuring new staff receive an induction programme covering their role and broader information about the University.