

## **GUIDANCE FOR PROMOTION TO GRADE 9**

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.*

<b>A1 - You set the direction for your area or specialism, developing the vision and strategic plan and facilitating effective working between teams.</b>
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This considers the role you play in your team. You will be shaping and developing the strategic direction for your team/function and setting the overall objectives that need to be achieved, ensuring there is a shared vision and that objectives are cascaded into team and individual objectives. This may be across multiple teams. Your role will likely involve direct line management (for example as Head of section/department), although perhaps of a more senior team and you will also be responsible for allocating work, monitoring its achievement and providing feedback to staff members as appropriate. You will be responsible for staff motivation and taking action to address performance issues as required.

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

- Developing and communicating the strategy for your area and ensuring it is embedded in the operational plans.

<b>A2 - You initiate, develop or lead groups or networks to generate ideas and influence events or decisions.</b>
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This considers your involvement in groups or networks. You will be involved in groups and networks both internally and externally but in addition, you will be playing a significant role in the initiation and development of networks. You will be identifying the purpose for a group or network and you will be the main driving force behind its initial set up and then its direction and purpose moving forwards. The groups or networks you are leading will be focussed on influencing key opinion and decision making. This means the groups, and your role within in them, are likely to have a broad impact, affecting a significant area like a school or service. It's possible they could also have an institutional impact.

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

- Setting up and chairing a cross institutional group to look at an area of ineffective working.
- Proactively contacting and liaising with key parties, such as internal or external providers, to influence ongoing developments.
- Managing or leading a national/regional working group with significant impact.
- Liaising with or managing a group of senior managers/professional specialists, internally or externally, to ensure an integrated strategic approach.

**A3 - You determine the quality of service to be provided across your broad area of responsibility, put standards in place to achieve this and review to take account of changing internal requirements and external factors.**

This considers your role in defining and delivering services within your school, service or faculty. You will be responsible for setting the overall standards for your service area but will also be feeding into the broader service delivered at the school/service/faculty level, taking account of the internal and external environments as necessary. Whilst someone else may be ultimately responsible for setting the standards and determining the quality the service/school/faculty will deliver, you will be integral to this, feeding in your opinion and guiding others on the standards to set.

To help structure the information you provide in your application, you might like to think about:

- What services are you responsible for?
- What impact do the delivered services have at an institutional level?
- What is your involvement in the overall school/faculty/service standards?
- How do you find out what your customers want?
- How do you ensure the service meets customer expectations?

#### Examples

- Helping to shape and set the overall standards for a faculty, school or service.
- Helping to set and maintain the standards for the institutions services.
- Keeping up to date with developments (relevant to your area) internally and externally that impact on the service you are delivering and making changes as appropriate.
- Forecasting the impact of new legislation on your area and ensuring compliance.
- Having responsibility for setting overall quality standards across the professional unit/area, and ensuring these directly support the goals and standards of the University.

**A4 - You make decisions that have an ongoing impact across a broad area.**

This considers the decisions you make as part of your role and the impact those decision have. You will be making these decisions independently and in collaboration with others but you will also be providing specialist advice to inform the decisions of others. The impact of these decisions will be significant and affect a broad area such as a school or service. They will influence the development of business plans, long term strategies and strategic working relationships. On that basis, the impact will most likely be long term and the effects will endure for some time. The consequences of making the wrong decision could impact the ability of the area to meet its strategic objectives. As consideration will almost certainly be given to the consequences and outcomes, significant time may be invested before any decision is made.

To help structure the information you provide in your application, you might like to think about:

- How are decisions made and who makes them?
- What authority do you have to make decisions without the agreement of others?
- What are the results of making the decisions you are involved in?
- Who or what do your decisions impact and over what timescale?

Examples

- Providing advice to a strategic steering group in your area of expertise.
- Weighing up information from your team, in addition to your own opinion/judgement, to advise a Dean/Head of School or Service on decisions that will have a long term impact.
- Being a member of a management team for the area making decisions on how to achieve the overall strategic objectives.

**A5 - You develop long term plans to deliver agreed strategic priorities across your area of responsibility, working across teams to identify the people and resources required.**

This considers your responsibility for planning and organising and the breadth of this. You will have responsibility for a range of resources (people, money, equipment) which will include allocation and monitoring and assessing against the strategic plan. You will typically be planning for the long term and the planning will be at a strategic level, linked to achieving the overall strategic plan and will affect a substantial area of work. You will have overall responsibility for achieving the area's direction and effectively implementing any changes and developments. In order to do this, you will need to be aware of internal and external factors that are likely to impact on your planning and you will take steps to minimise these risks.

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

- Agreeing the annual plan and setting the budget.
- Setting strategic objectives and planning to achieve these in line with the overall UoL strategy.
- Planning for the future across a varied/broad area.
- Planning projects and work streams over the longer term, considering resources and risks/barriers and the impact of non-delivery on progress towards the achievement of the strategic plan.

**A6 - You identify optimal solutions to complex problems where there are conflicting and wide ranging factors, anticipating the short and long term implications and the precedents that may be set.**

This considers the types of problems you deal with and how you solve them. You will be dealing with complex strategic problems that occur infrequently so there is no specific guidance to help and support you. This means you will be setting precedents in the decisions you make and you will have

to think creatively and 'outside of the box' to develop your solutions. The choice of solution will usually be complicated by the range of information available and the way forwards is quite often unclear, meaning you have to undertake several avenues of investigation. You will be dealing with several complex queries at the same time.

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

- Developing new guidelines or procedures, such as those regulating the use of finance across the Institution.

**A7 - You identify what research or analysis is required to investigate complex ideas or situations and ensure that any potential impact on related activities or issues are considered.**

This considers any aspects of investigation, analysis and research. Your focus will be on how to conduct the research and investigation as well as analysing and interpreting the results. This may include new applications of existing procedures or potentially developing new methods of investigation to suit the needs of the situation. These are likely to be complex in nature meaning the methods utilised could be broad ranging and complex in and of themselves. It is likely that the types of information being analysed may themselves be complex and that in order to identify what issues actually need resolving a number of different perspectives may need considering.

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?
- Do you have to generate new or creative approaches and if so, how do you do this?

Examples

- Using advanced analytical techniques.
- Selecting and designing complex survey methods or tests and interpreting the results.
- Investigating, analysing and interpreting the implications of changes to resources.
- Conducting enquiries into complex complaints or system failures and indicating where improvements are needed.
- Analysing proposed changes to policies and procedures, identifying strengths, weaknesses and potential precedents, determining areas for further investigations and recommending a best fit solution.

**A8 - You share your knowledge and expertise to develop other team members.**

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

- Coaching or mentoring someone on an ongoing basis to improve their skills and performance.

**A9 - You deliver training or briefings to share specialist knowledge with people outside your team, planning what you want them to learn and how you will deliver this.**

This considers your involvement in the development of those *outside* of your immediate work team. You will be providing training/demonstrations a routine basis, sharing your knowledge and expertise as a subject specialist. There will not usually be any official assessment of those you are training but you will be designing and creating the content for delivery and reviewing this as necessary in light of the audience to whom you are presenting and participant feedback to ensure the message is conveyed effectively. You will also be giving consideration to the method of delivery.

To help structure the information you provide in your application, you might like to think about:

- Who do you teach/provide demonstrations to?
- What do you teach/demonstrate?
- How you adapt the material being presented? What do you take account of?

Examples

- Designing and delivering a structured a presentation on the application of complex procedures.
- Designing and delivering an induction session for students.
- Designing a programme of structured learning.

## **SECTION B**

*You must demonstrate how you meet THREE of the following criteria.*

**B1 - You are involved in decisions, which have a long term and significant impact on the University and our strategic goals.**

*\*Please note that should you choose to provide evidence against B1, it is likely to overlap with the evidence required in A4. In this situation, there is no need to duplicate information in addressing both points. Simply provide the evidence for both under B1.*

This considers the decisions you make as part of your role and the impact those decision have. You will be making these decisions independently and in collaboration with others but you will also be providing specialist advice to inform the decisions of others. The impact of some of these decisions will be significant and require the highest level of skill. Typically these types of decisions will affect the whole institution, impacting in policy and operations across the majority of departments and

affecting most members of staff or students for a considerable period of time. Significant time will be taken with these types of decisions and they are also likely to take considerable time to make.

To help structure the information you provide in your application, you might like to think about:

- How are decisions made and who makes them?
- What authority do you have to make decisions without the agreement of others?
- What are the results of making the decisions you are involved in?
- Who or what do your decisions impact and over what timescale?

Examples

- Making recommendations on how to achieve income targets across the Institution
- Advising UEG on decisions that have institutional impact
- Responsibility for the achievement of the strategic plan for your Service

**B2 - Your involvement with groups or organisations beyond the University results in significant benefit to the institution and supports the achievement of our strategic objectives.**

*\*Please note that should you choose to provide evidence against B2, it is likely to overlap with the evidence required in A2. In this situation, there is no need to duplicate information in addressing both points. Simply provide the evidence for both under B2.*

This considers the people you liaise with and your involvement in groups or networks. You will be involved in groups and networks both internally and externally but in addition, you will be playing a significant role in the initiation, development and leadership of networks. You will be identifying the need for a group or network and you will be the main driving force behind its creation and then its direction and purpose moving forwards. The groups or networks you are leading will be focussed on influencing key opinion and decision making and the impact will be at an institutional level, to the overall benefit of the University.

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? What impact does this have?
- Who are you liaising with and what about?
- What is the impact of the liaison? Who does it affect?

Examples

- Setting up and chairing a cross institutional group/network which will affect the organisational strategy and direction
- Contribute to a specialist working group within the national/international HE environment

**B3 - You initiate research into highly complex matters that span a range of areas or disciplines.**

*\*Please note that should you choose to provide evidence against B3, it is likely to overlap with the evidence required in A7. In this situation, there is no need to duplicate information in addressing both points. Simply provide the evidence for both under B3.*

This considers any aspects of investigation, analysis and research covering both tangible and intangible factors. You will be routinely involved in the investigation of complex matters and issues that are likely to underpin strategic planning and decision making. You will be designing and initiating major research activity to investigate significant matters within your specialism across the institution, as the need arises. It will typically be necessary to take into account different disciplines to get the best outcome, using a broad range of complex data. In addition, the range of data is likely to be extensive and will need to be carefully chosen.

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?
- Do you have to generate new or creative approaches and if so, how do you do this?

Examples

- Determining future service provision within financial and other constraints.
- Modelling of the budget for the area in light of external and internal drivers and available resources.
- Investigating the options for a new service and make the necessary judgements to ensure the best outcome.
- Leading investigations into changes of systems, staff or funding, which would affect a wide area.
- Dealing with organisational change and ensure the benefits are realised whilst minimising the negative impact.

**B4 - You are responsible for the health, safety and well-being of those across a broad or potentially hazardous area, monitoring the work environment and ensuring risk assessments are carried out and actions fulfilled.**

This considers your work environment and the need to take responsibility for dealing with it. You will be responsible for taking appropriate action to control or reduce risk or to ensure that any impact from the environment does not result in harm. You may be ultimately responsible for health and safety of your area, or at the very least have a leading/senior role in managing the risks in your work environment, although someone else may take responsibility on a day to day basis. This may be for a hazardous environment but could equally be where you have responsibility for health and safety across a large area, for example of school or service. Normally the degree of risk or level of hazard is obvious but you will be responsible for ensuring all appropriate risk assessments are carried out and that any actions arising are dealt with promptly and appropriately.

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

- Ensuring all appropriate risk assessments are carried out for your area of responsibility.
- Being responsible for managing all risks in the work environment.

**B5 - You support the welfare of staff or students using University support mechanisms, referring on to specialist parties as appropriate.**

This considers your responsibility for the physical and mental health and well-being of students, staff and others within the institution. You will be responsible for dealing with predictable welfare issues that are usually covered by documented procedures. This will mean the issue can often be referred to someone more specialist or advice on how to respond can be obtained where the issue is a regular occurrence although you will be responsible for seeing the issue through to an appropriate conclusion. Dealing with these issues will not be the main focus of your role but could still occur reasonably frequently.

To help structure the information you provide in your application, you might like to think about:

- Are you approached by others for help?
- What are the typical issues/problems you deal with?
- What do you do and how do you decide what to do?
- Are you able to refer the issue to anyone else for help?
- Is there any guidance material to help you find a solution?

Examples

- Ensuring appropriate action is taken to deal with disciplinary or other performance issues within a department.

**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 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

- Ensuring all staff are aware of what is expected of them and receive regular feedback on their performance at an operational and strategic level.
- Carrying out regular staff reviews, identifying training needs and ensuring these are addressed.
- Providing ongoing coaching.
- Training and supporting staff to develop skills appropriate to their role or career aspirations.



**B7 - You determine the development plan for a broad area of responsibility, ensuring it aligns to strategic objectives.**

This considers the responsibility you have for ensuring that capability exists across your area of responsibility to meet the strategic aims of your service and the University. This means you will likely be responsible for drawing up departmental development plans that link to those strategic aims.

To help structure the information you provide in your application, you might like to think about:

- Who identifies the teams learning needs and decides whether training or development is required?
- How do you ensure the area for which you are responsible are trained appropriately and has the capability to meet the strategic aims of the University?

Examples

- Carrying strategic responsibility within a significant area, including overseeing broad direction and planning.
- Ensuring skills are developed within the area to meet future needs and undertaking succession planning.
- Ensuring SRDS is carried out effectively across your areas of responsibility.