

## Criteria for the Awards for Excellence Scheme

### *Overview*

The University's pay structure provides all staff in grades 1-10 with automatic incremental progression (up to the scale bar), over and above cost of living rises, to reward and recognise the acquisition of the skills, knowledge, and expertise that comes with experience in a post.

It is expected that all staff employed by the University strive to achieve personal and departmental goals and to contribute to the aims set out in the University's strategic plan. The Awards for Excellence Scheme is designed to reward only those whose contribution to the work of the University is greater than that of the majority of their peers: it is to reward exceptional performance only. This is reflected in the guidance to departments which states that only 10% of employees (or fewer) should receive an award under this scheme.

### *Criteria*

The Awards for Excellence Scheme is designed to reward those employees who:

- **have performed well in all the key areas of their jobs, AND**
- **have consistently demonstrated exceptional performance**, significantly above that which might reasonably have been expected for their grade.

The Scheme should **not** be used to reward

- those who work long hours, for whom overtime (support staff only) or a review of the size of the role will be more appropriate;
- those whose role has grown such that they are required to work 'above' their grade: in these cases, a regrading application, a temporary acting up allowance or a restructuring of the role should be considered.

### *Examples*

The criteria above are designed to allow some flexibility to departments about what they take into account in deciding who should receive merit awards. Decisions should be based on objective evidence provided within the relevant nomination form, with an eye to individuals' contributions to wider departmental and university goals, as set out in departmental plans and the University's Strategic Plan.

However, it is recognised that it can be difficult to assess relative merit across a broad spectrum of grades and types of role. For this reason, the following are provided as examples (but not as a definitive list) of the types of contribution which might lead to the award of a recurrent or non-recurrent increment through the Awards for Excellence Scheme. Examples provided for one staff type will often also apply to other groups.

Reward and Recognition Scheme: Guidance

Grade	Type of role	Examples
1-3	Administrative	<ul style="list-style-type: none"> <li>• Repeated provision of innovative ideas about how to improve working practices, that result in a cost saving or improvement to customer service</li> <li>• Adaptability beyond the requirements of the post, such as responding flexibly to changing requirements within the team</li> <li>• Resourcefulness beyond that expected of the grade e.g. solving problems or demonstrating initiative in responding to difficult situations or unforeseen circumstances</li> <li>• Carrying out project work beyond the requirements of the post which contributes to the achievement of departmental objectives</li> </ul>
	Technical / Manual	<ul style="list-style-type: none"> <li>• Consistently adopting a collegial and adaptable approach such that an individual's skills, knowledge or expertise benefits the wider University</li> <li>• Working effectively with others significantly beyond the requirements of the post, for example playing a particularly constructive role in the immediate work team</li> <li>• The provision of innovative ideas about how to improve working practices, that result in a cost saving or improvement to customer service</li> </ul>
4-5	Administrative	<ul style="list-style-type: none"> <li>• Proactively seeking to improve local systems and processes and thus contributing to departmental objectives</li> <li>• Resourcefulness beyond that expected of the grade e.g. solving problems or demonstrating initiative in responding to difficult situations or unforeseen circumstances</li> <li>• Consistently demonstrates a commitment to and delivery of outstanding customer service, going the 'extra mile' when appropriate to assist colleagues and external customers</li> </ul>
	Technical	<ul style="list-style-type: none"> <li>• Consistently adopting a collegial and adaptable approach such that an individual's skills, knowledge or expertise benefits the wider University</li> <li>• Despite not holding a formal management position, show positive leadership within a team such as to improve the team's overall performance and culture</li> <li>• Learns new skills and adapts to deliver a high level of service which brings significant income to the department</li> </ul>

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6-7	Administrative (including teaching posts, where appropriate)	<ul style="list-style-type: none"> <li>• Proactively and innovatively seeking to improve systems and processes and beyond the immediate sphere of the role and thus contributing to departmental objectives</li> <li>• Consistently seeking to improve own skills and knowledge and to promulgate learning in a manner that results in continuous improvement in the team's performance</li> <li>• Repeatedly representing the department on division/university-wide working groups and thereby making a significant and measurable contribution to the implementation of new systems or procedures</li> </ul>
	Technical	<ul style="list-style-type: none"> <li>• Provision of outstanding leadership to teams and individuals, such that the quality of delivery of that team / section is measurably improved</li> <li>• Positively influencing the broader culture of the department by providing an outstanding example of collegial and positive behaviours and practices</li> </ul>
	Research	<ul style="list-style-type: none"> <li>• Consistently seeking to improve own skills and knowledge and to promulgate learning in a manner that results in continuous improvement in the team's performance</li> <li>• Proven willingness to work flexibly when needed to provide cover for absent colleagues or to meet peaks in demand and consistently excellent performance in those other duties (NB this refers to undertaking other types of work, not working longer hours – see above)</li> </ul>
8-10	Managerial / professional (including teaching posts, where appropriate)	<ul style="list-style-type: none"> <li>• Consistently outstanding ability to deliver difficult projects against demanding timelines in the face of unforeseen circumstances</li> <li>• Provision of outstanding leadership to teams and individuals, such that the quality of delivery of that team / section is measurably improved</li> <li>• Positively influencing the broader culture of the department by providing an outstanding example of collegial and positive behaviours and practices</li> <li>• Willingness and ability to learn beyond the immediate requirements of the post, applying knowledge and skills gained effectively to the benefit of the department</li> </ul>
	Research	<ul style="list-style-type: none"> <li>• Provision of outstanding leadership to teams and individuals, such that the quality of delivery of that team / section is measurably improved</li> <li>• Proven willingness to work flexibly when needed to provide cover for absent colleagues or to meet peaks in demand and consistently excellent performance in those other duties (NB this refers to undertaking other types of work, not working longer hours – see above)</li> </ul>