

## **Safety Advisers Competency Development Framework**

The University Safety Advisers Competency Development Framework has been designed to support the personal, professional and career development of those involved in providing safety advice within the University of Manchester.

## **Safety Advisers Competency Development Framework (SACDF)**

The Safety Advisers Competency Development Framework identifies the key characteristics that make safety advisers effective in their roles, and provides a tool for self-assessment and reflection to enable advisers to assess current performance and highlight any areas for further development.

The Framework is designed for three identified levels of Safety Advisers at the University of Manchester and details the knowledge, behaviours and skills required at each of these levels to be effective:

- 1) Local Safety Advisers and those who are tasked with providing support & advice locally to Schools or Directorates – These advisers vary with regards to their role, some are full time safety advisers and some perform the role as an adjunct to their substantial post.
- 2) Safety Co-ordinators / members of the University Central Safety Team.
- 3) Head of / Manager of the University Central Safety Team.

The Framework is supported by an online suite of self-assessment and 360<sup>o</sup> questionnaires that will provide safety advisers the opportunity to assess current levels of competence against the identified criteria, and provide them with a report identifying any areas for further development. To apply for access to the online questionnaires please email: [healthandsafetytraining@manchester.ac.uk](mailto:healthandsafetytraining@manchester.ac.uk).

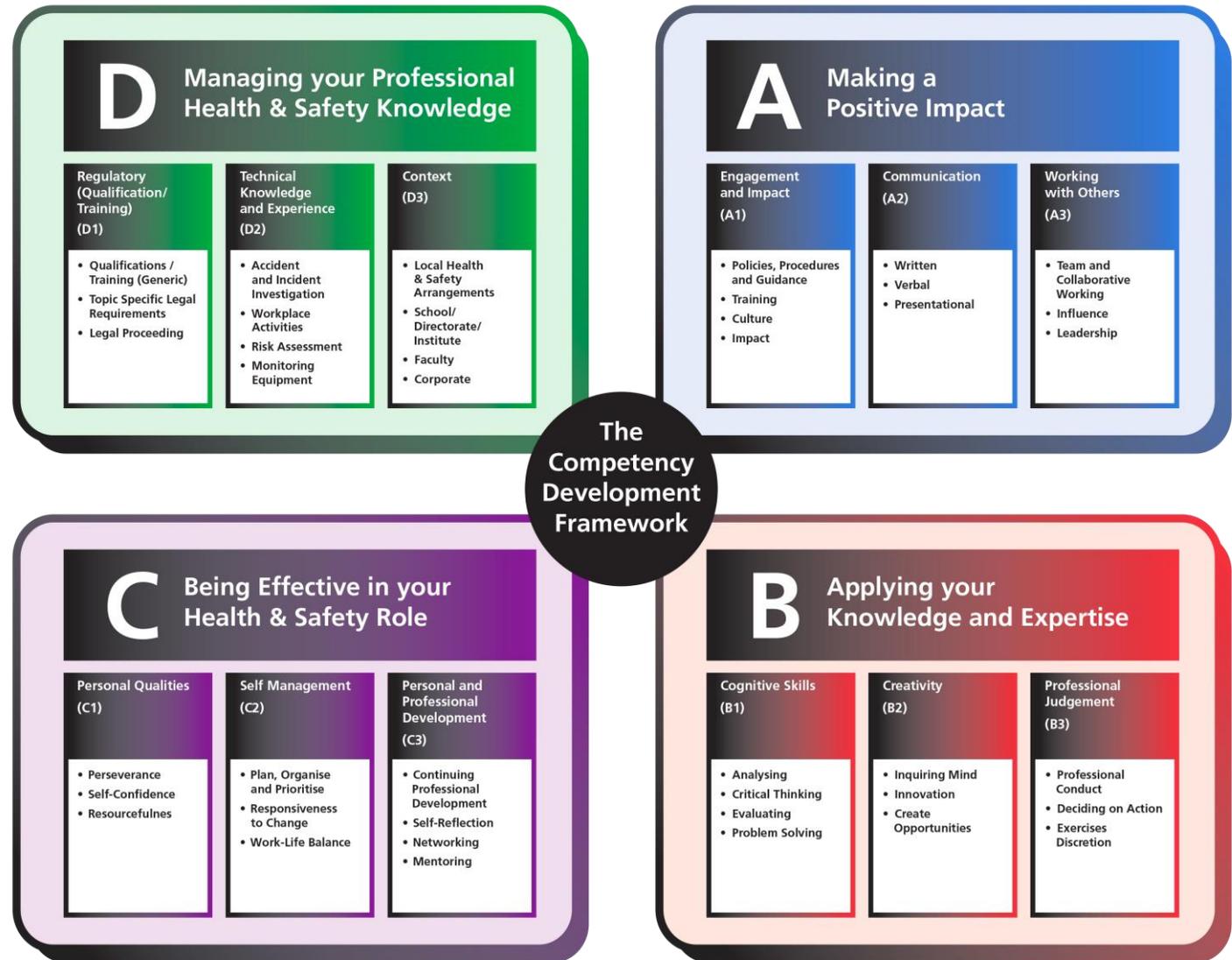
Where development needs have been identified, a personal development section has been created in the online SafetyNet resources area, which will signpost safety advisers to a range of further development interventions such as self-directed learning, online resources, training courses and qualifications.

This framework is not intended to be linked to performance management or replace locally agreed progression criteria or job requirements, but could be used to inform discussions about possible areas for development, as part of the University Performance Development Review process carried out between a line manager and those appointed to a safety role.

The framework identifies twelve key characteristics that emerge from four higher level categories which are: -

- Making a Positive Impact (A),
- Applying your Knowledge and Expertise (B),
- Being Effective in your Health & Safety Role (C)
- Managing your Professional Health & Safety Knowledge (D).

Contained within each characteristic are a number of specific descriptors, which are then linked to a number of observable behaviours that can be used for assessment purposes.



## A. Making a Positive Impact

A1 Engagement and Impact	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
1. Policies, Procedures and Guidance	<p>Able to interpret and explain the content of safety related documents and to apply the principles in local circumstances.</p>	<p>Able to comment on and critically review strategic safety related documents.</p> <p>Able to promote consistency with faculty /directorate level operational processes and documents.</p> <p>Able to draft and promote proposals for new and revised policies, procedures and guidance.</p>	<p>Able to identify gaps in policies, procedures and guidance at strategic level.</p> <p>Able to plan and organise resources to draft documents and to obtain support and approval of such documents.</p>
2. Training	<p>Able to provide comprehensive instructions and hands on training where necessary to ensure consistent practices.</p> <p>Able to assess learning outcome.</p> <p>Able to evaluate the effectiveness of training at a School or directorate level.</p> <p>Able to contribute to discussions on training needs analysis.</p>	<p>Able to advise and support development and delivery of training courses and content.</p> <p>Able to provide advice and support regarding university wide training policies and procedures including mandatory provision.</p> <p>Able to recognise management or structural barriers to delivering effective training and to advise on ways forward.</p>	<p>Able to resource and promote training initiatives and developments.</p> <p>Able to develop and deliver training-related KPIs and mandatory training.</p>

## A. Making a Positive Impact

A1 Engagement and Impact	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
3. Culture	<p>Able to recognise local safety culture.</p> <p>Understands the importance of “the way we do things around here” and its potential impact.</p>	<p>Able to evaluate safety culture and how to bring about sustained change in behaviour.</p> <p>Understands the various safety culture models, and exploits opportunities to influence existing culture and behaviours.</p>	<p>Understands factors which may have a bearing on organisational culture.</p> <p>Understands differences in organisational cultures within and beyond the HE sector.</p> <p>Able to transfer learning from other organisations and evaluate its uses and relevance to the University.</p>
4. Impact	<p>Able to suggest how improvements may be made in safety performance.</p>	<p>Ability to judge if the balance of resource and impact is appropriate.</p> <p>Recognises different strategies which may be used to influence safety performance.</p> <p>Able to make decisions in re-prioritisation in a changing environment.</p>	<p>Able to develop and propose to Board various metrics to measure impact and performance.</p> <p>Able to resource delivery of approved KPIs and to report to Board-level on their delivery.</p>

## A. Making a Positive Impact

A2. Communication	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
1. Written	Able to write clear and concise local documents.	<p>Able to write clear and concise documents applicable to all parts of the University.</p> <p>Able to write persuasive papers to present a balanced argument.</p> <p>Able to critically review documents and recommend constructive improvements.</p> <p>Able to use different styles of writing targeting different audiences, e.g. guidance, safety circulars, technical papers, papers for committee meetings.</p>	<p>Able to write clear and concise documents suitable for strategic safety related boards and committees.</p> <p>Able to write reports and papers for Board meetings, including annual reports and accident statistics.</p>
2. Verbal	<p>Able to speak well and recognise the importance of body language as a key aspect of verbal communication.</p> <p>Able to communicate to a range of individuals and choose vocabulary appropriate to the audience.</p>	Able to use verbal skills as part of a portfolio of communication methods to develop productive interactions leading to behavioural changes.	Able to recognise diverse views and take part in debate and balanced argument to arrive at an agreed position for the benefit of the University as a whole.
3. Presentational	Able to deliver presentations to provide relevant /targeted information to a wide range of audiences.	Able to present a balanced picture of information or material which may be controversial and provide rational explanation and counter arguments.	Able to deliver a focused, persuasive and balanced presentation to a critical university and non-university audience.

## A. Making a Positive Impact

A3. Working with others	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
1. Team and collaborative working	Able to recognise own strengths and weaknesses when working collaboratively within teams.	<p>Able to contribute to productive interactions within a team and with individuals leading to a defined outcome.</p> <p>Able to recognise motivating and demotivating factors in peer group team work.</p> <p>Able to understand, communicate and prioritise the challenges or problems in hand.</p> <p>Able to manage competing agendas involved in joint ventures.</p> <p>Able and willing to protect and support less experienced colleagues in the face of challenge or opposition.</p> <p>Able to offer ideas and stimulate thinking “outside the box”.</p> <p>Able to recognise when compromised /negotiated solutions are appropriate and promote the acceptance of such solution(s) within the team.</p>	<p>Able to create a working environment that fosters partnerships as a preferred style of working.</p> <p>Able to form team and collaborative working arrangements to resolve or work on particular issues.</p> <p>Able to facilitate formal and informal consultation with trade union and staff representatives.</p>
2. Influence	Able to convince colleagues through effective communication	Able to achieve the desired outcome whilst maintaining a successful and	Takes part in HE sector working parties and influences sector-wide approaches and

## A. Making a Positive Impact

A3. Working with others	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
	and increase their motivation.	<p>positive relationship.</p> <p>Able to see the problem from another person's perspective.</p> <p>Able to display robust interpersonal and communication skills and to adapt or modify personal style when it becomes apparent that a particular style is having unintentional consequences.</p>	<p>policies.</p> <p>Understands sector norms and where The University of Manchester stands in relation to these.</p> <p>Able to deploy highly developed skills in persuasion and influencing.</p>
3. Leadership / Credibility	<p>Is recognised as source of knowledge and information for the risk profile of the area.</p> <p>Able to reflect on negative experiences and learn from mistakes.</p> <p>Demonstrates behaviours consistent with health &amp; safety messages and expectations.</p>	<p>Able to lead by example.</p> <p>Able to convince others that the direction of travel is right, through communication, motivation and persuading others to undertake tasks.</p> <p>Demonstrates integrity, sound judgement and consistency.</p>	<p>Understands the role leadership plays in managing health &amp; safety.</p> <p>Able to support senior managers and Board members in their efforts to achieve the leadership qualities listed at <a href="http://www.hse.gov.uk/leadership/checklist.htm">http://www.hse.gov.uk/leadership/checklist.htm</a></p> <p>Is assertive without being domineering, confident and able to delegate without the need to micro-manage.</p>

## B. Applying your Knowledge and Expertise

B1 Cognitive skills	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
1. Analysing	<p>Is able to Critically analyse, evaluate and apply health &amp; safety information, including University documents.</p> <p>Able to use observation, questioning, listening skills to obtain data.</p> <p>Able to identify and pursue reasonable lines of enquiry when investigating accidents or incidents.</p>	<p>Able to use well developed analytical abilities with a working appreciation of statistical significance.</p> <p>Able to read, interpret and apply relevant legislation, ACOPs, standards and guidance.</p> <p>Able to use standard accident investigation techniques.</p> <p>Willing to learn new techniques.</p>	<p>Able to use a wide range of analytical techniques and critically interpret the data.</p> <p>Able to recognise the need for additional expertise in analysing data and to procure and brief such expertise.</p>
2. Critical thinking	<p>Able to understand argument and articulate underlying assumptions (stated and implied).</p> <p>Able to recognise and evaluate the scope of non-compliance issues.</p> <p>Able to recognise multiple ways of understanding an issue.</p>	<p>Is proficient and confident in applying critical thinking skills.</p> <p>Able to work from first principles in new situations to apply knowledge of hazard and risk to unfamiliar circumstances.</p> <p>Recognises circumstances where assistance is required.</p>	<p>Able to subject new legislative proposals and ideas to critical scrutiny. Able to respond to consultative exercises with HSE.</p> <p>Is a creative critical thinker.</p> <p>Promotes critical thinking in others.</p>
3. Evaluating	<p>Able to assess the quality, integrity and authenticity of health &amp; safety information, and evaluate pros and cons</p>	<p>Able to monitor and evaluate progress, impact and outcomes of action plans and undertakings.</p>	<p>Able to create evaluation processes</p> <p>Able to evaluate progress (e.g. towards KPIs)</p>

## B. Applying your Knowledge and Expertise

B1 Cognitive skills	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
	<p>of options.</p> <p>Able to summarise information and reflect on its significance for local area.</p> <p>Able to advise and guide others in school/directorate using appropriate data.</p>	<p>Able to evaluate quality of investigations and identification of root causes.</p> <p>Able to evaluate options, challenge assumptions and refine action plans and programmes.</p> <p>Able to evaluate others' ability to manage risk and quality of risk assessments.</p>	<p>and to correct any deviations from desired course.</p> <p>Able to evaluate the impact of proposed legislation, and the outcomes of guidance and policy changes and initiatives across the University.</p>
4. Problem Solving	<p>Able to identify a range of options to resolve local issues.</p> <p>Able to identify remedial action(s) necessary and construct action plans.</p> <p>Recognises limits of own boundaries and when to seek additional support.</p>	<p>Able to identify options, fully evaluate them and select appropriate solutions which inform University policy and procedures.</p> <p>Understands how and where health &amp; safety legislation allows flexibility and how to apply innovative thinking to resolve new problems.</p>	<p>Able to identify options, fully evaluate them and select appropriate solutions which inform University policy and procedures.</p> <p>Understands how and where health &amp; safety legislation allows flexibility and how to apply innovative thinking to resolve new problems.</p>

## B. Applying your Knowledge and Expertise

B2. Creativity	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
1. Inquiring mind	<p>Demonstrates willingness and ability to learn and acquire knowledge.</p> <p>Demonstrates open-mindedness and asks open questions during investigations to explore root causes.</p>	<p>Able to see beyond immediate questions, and investigate further using a range of investigative techniques.</p> <p>Recognises the wider implications of findings and their significance.</p> <p>Able to enquire, challenge and question with confidence.</p>	<p>Able to anticipate and encourage challenges.</p>
2. Innovation	<p>Able to seek solutions from other disciplines and apply/modify to meet local needs.</p>	<p>Exercises critical judgement and thinking to create new or imaginative approaches.</p> <p>Able to transfer solutions between disciplines.</p>	<p>Able to generate a range of options for novel and unfamiliar circumstances.</p> <p>Able to implement and resource innovative approaches and solutions.</p>
3. Create opportunities	<p>Recognises opportunities to promote awareness and positive attitudes to health &amp; safety.</p> <p>Able to take opportunities to integrate health &amp; safety into local operational management.</p>	<p>Creates opportunities to promote awareness and positive attitudes to health &amp; safety.</p> <p>Recognises the benefits of integrating health &amp; safety into strategic management.</p>	<p>Able to encourage and facilitate creation of opportunities to integrate health &amp; safety into all aspects of management.</p>

## B. Applying your Knowledge and Expertise

B3. Professional Judgement	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
1. Professional conduct	<p>Understands University policies and procedures, and takes responsibility for own working practices.</p> <p>Recognises, respects and values diversity when dealing with people.</p> <p>Able to manage sensitive information in accordance with University procedures.</p>	<p>Promotes and educates others about health &amp; safety policies and procedures, and acts as an exemplar.</p>	<p>Displays exemplary professional conduct.</p> <p>Contributes to enquiries and hearings into conduct that falls short of the University's expectations and policies.</p>
2. Deciding on action	<p>Able to identify circumstances requiring immediate action and to arrange for suitable action to be taken.</p> <p>Able to escalate decisions to appropriate level of local management, in a timely way.</p> <p>Follows up recommendations.</p> <p>Able to identify matters of evident concern.</p>	<p>Able to escalate decisions to appropriate level of strategic management, in a timely way.</p>	<p>Able to make clear decisions based on all relevant circumstances.</p> <p>Able to access resources to deliver agreed actions.</p> <p>Able to judge if/when decision needs to be reassessed.</p>
3. Exercises discretion	<p>Able to use discretion appropriately and effectively in the actions and advice given.</p>	<p>Uses sound judgement and reasoning, and displays transparency in reaching decisions, being aware of explicit and implicit assumptions.</p> <p>Uses discretion and initiative in problem solving.</p>	<p>Uses sound judgement and reasoning, and displays transparency in reaching decisions, being aware of explicit and implicit assumptions.</p> <p>Uses discretion and initiative in problem solving.</p>

## C. Being Effective in your Health & Safety Role

C1 Personal Qualities	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
1. Perseverance	<p>Maintains enthusiasm and motivation for own work.</p> <p>Demonstrates self-discipline, motivation and thoroughness</p> <p>Is resilient.</p>	<p>Perseveres and supports other colleagues through difficulties.</p>	<p>Able to develop and deliver long term (3-5 year) strategies for achieving objectives.</p>
2. Self-Confidence	<p>Aware of personal abilities and willing to demonstrate them.</p> <p>Confident when talking to groups and when giving presentations to large audiences.</p> <p>Able to defend ideas in the face of reasonable challenge both from colleagues and others.</p>	<p>Is confident of own skills and ideas in the face of strong challenge.</p> <p>Is open to challenge and able to reconsider views.</p> <p>Is self-reliant.</p>	<p>Able to develop and inspire confident behaviour in the safety team and in others.</p>
3. Resourcefulness	<p>Promotes collaborative working towards best fit solution.</p> <p>Demonstrates characteristics of being approachable and willing to help.</p> <p>Understands where additional support can be sourced from and facilitates relevant introductions.</p>	<p>Able to assess how to obtain resources necessary to achieve objectives.</p> <p>Able to make recommendations about how resources should be obtained and to carry out cost-benefit of different resources.</p>	<p>Able to recognise resourcefulness in others when deploying resources under their control.</p> <p>Able to access other resources necessary to achieve objectives.</p>

## C. Being Effective in your Health & Safety Role

C2. Self-Management	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
1. Plan, Organise & Prioritise	<p>Able to prepare and plan work to meet locally set and agreed requirements.</p> <p>Able to distinguish between important / non important when planning work.</p> <p>Able to plan and organise work to balance the delivery of health &amp; safety - related objectives with other areas of work.</p>	<p>Takes strategic view when planning, organising and prioritising work.</p> <p>Identifies objectives, prioritise and plans and understands how they link to organisational goals &amp; plans.</p> <p>Sets realistic deadlines from tasks and sets aside time to ensure delivery.</p> <p>Able to plan and organise day to day work to deliver planned objectives on time, allowing appropriate flexibility to respond to reactive work.</p>	<p>Tracks external changes and developments in health &amp; safety (horizon scanning) that will inform strategic planning and work of the team.</p> <p>Develops concrete plans &amp; strategies that support the delivery of wider university goals and targets.</p> <p>Aligns operational plans with operational budgets.</p> <p>Identifies and responds to gaps and opportunities to drive forward improvement.</p> <p>Regularly reviews progress of assigned projects with team members to ensure successful delivery.</p> <p>Delegates without abdicating responsibility and provides direction without being prescriptive.</p>
2. Responsiveness to Change	<p>Adapts to change.</p> <p>Knows when to seek advice and further</p>	<p>Engages with the change and considers strategic implications.</p>	<p>Promotes change and contributes to university change initiatives.</p>

## C. Being Effective in your Health & Safety Role

C2. Self-Management	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
	<p>guidance.</p> <p>Advises and engages locally regarding change, and ensures health &amp; safety implications are fully considered.</p>	<p>Advises and supports others across the university with implementation of change.</p>	<p>Reviews university policy &amp; direction with regards to health &amp; safety in response to wider organisational change.</p> <p>Able to communicate effectively and persuasively across a wide university audience to gain support for change and improvement.</p>
3. Work-Life Balance	<p>Maintains an acceptable work-life balance and manages pressure.</p> <p>Uses support &amp; advisory services when necessary to avoid undue pressure and balance personal well-being.</p> <p>Promotes university policies on work-life balance &amp; wellbeing.</p>	<p>Notifies and helps manage the pressure on peer contacts and other colleagues.</p>	<p>Promotes effective work-life balance for self and team.</p> <p>Contributes to and influences development of university policies on work-life balance and well-being.</p> <p>Ensures team resources are optimised to achieve results without placing excessive demands on individual team members.</p>

## C. Being Effective in your Health & Safety Role

C3. Continuing Professional Development	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
1. Continuing Professional Development	<p>Identifies skills and knowledge gaps with respect to role and takes action to develop those skills.</p> <p>Maintains and tracks progress against development action plans.</p>	<p>Demonstrates self-awareness and the ability to identify own development needs.</p> <p>Appreciates the need for and shows commitment to continuing professional development (CPD).</p> <p>Actively seek opportunities to enhance skills.</p> <p>Develops and maintains own records of achievement and experience.</p>	<p>Supports and encourages the continuing professional development of others.</p> <p>Helps team members make informed decisions with regards to further development of their skills.</p>
2. Self-Reflection	<p>Makes time to reflect on practice and experiences.</p> <p>Develops strengths and improves on weak areas.</p> <p>Seeks feedback on performance and acts on it.</p> <p>Learns from own and others experiences.</p>	<p>Promotes and assists colleagues undertaking a self-reflection process.</p>	<p>Seeks ways to improve their own performance and that of members of their team.</p> <p>Encourages self-reflection of team members.</p> <p>Leads by example.</p>
3. Networking	<p>Understands the importance of embracing opportunities for working</p>	<p>Works openly, collaboratively and flexibly with various schools and directorates across the</p>	<p>Works openly, collaboratively and flexibly to encourage the identification,</p>

## C. Being Effective in your Health & Safety Role

C3. Continuing Professional Development	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
	<p>in partnership with other parts of university.</p> <p>Makes good use of contacts across the university.</p>	<p>university to encourage the identification, development and transfer of good practice.</p>	<p>development and transfer of good practice across the HE Sector and beyond.</p> <p>Makes use of good contacts across the HE sector and other external institutions.</p>
<p>4. Mentoring (formal and informal)</p>	<p>Recognises the benefits of mentoring interventions and their supportive role.</p> <p>Fosters a positive, two way relationships.</p>	<p>Recognises circumstances where mentoring would contribute to overall effectiveness.</p> <p>Able to provide mentoring support for local safety advisors and to facilitate formal mentor partnerships with others as appropriate.</p>	<p>Facilitates and encourages participation in mentoring partnerships within and external to the Safety Team.</p>

## D. Managing your Professional Health & Safety Knowledge

D1. Regulatory (qualification / training)	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
1. Qualifications training - generic	Meets requirements of mandatory health and safety training procedure.	<p>Holds a post graduate health and safety related diploma or equivalent.</p> <p>Has additional relevant and validated professional qualifications issued by a recognised awarding body (IOSH, BOHS, CIEH).</p> <p>Membership and up-to-date CPD records of IOSH and other professional bodies.</p>	Corporate membership with up-to-date CPD records of IOSH and other professional bodies.
2. Topic specific legal requirements	Able to read and understand requirements of statutory instruments and HSE ACOPs and guidance relevant to activities carried out in their area, as described in the local health & safety policy and arrangements.	<p>Able to read and understand requirements of statutory instruments and HSE ACOPs and guidance relevant across their faculty/directorate activities.</p> <p>Able to interpret the legislation in the context of a research-intensive University.</p> <p>Able to read and understand legislation not directly relevant to their faculty/directorate activities.</p>	<p>Familiar with the gamut of health &amp; safety legal requirements currently relevant to University activities and those that might become relevant as activities change.</p> <p>Able to identify areas of confusion or doubt about the implications of statute and case law.</p> <p>Able to initiate access to legal advice to clarify requirements.</p>
3. Legal proceedings	<p>Is aware of the powers of HSE and local authority inspectors.</p> <p>Able to assist inspectors during visits.</p>	<p>Has a basic understanding of legal process and the importance of obtaining and preserving evidence.</p> <p>Understands how evidence might be obtained by others and used in court proceedings.</p>	<p>Has a working knowledge of legal proceedings and enforcement work.</p> <p>Able to liaise effectively with enforcement agencies and their</p>

## D. Managing your Professional Health & Safety Knowledge

D1. Regulatory (qualification / training)	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
			<p>inspectors.</p> <p>Able to identify circumstances where the University may opt to use legal privilege and to refer such cases immediately to the Solicitors Office.</p> <p>Able to recognise and if appropriate challenge unreasonable requests and recommendations from an enforcement agency.</p> <p>Able to advise the University on options available in the event of enforcement action being instigated, including appeals where appropriate.</p>

## D. Managing your Professional Health & Safety Knowledge

D2. Technical knowledge and experience	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
1. Accident & incident investigation	Able to conduct investigations to identify immediate and root causes and to make recommendations for longer term solutions.	<p>Able to give direction to investigations based on a wider Faculty/University perspective.</p> <p>Able to identify root cause of complex accidents and to recommend remedial measures that will bring a sustainable improvement.</p> <p>Able to recognise trends and common factors in accident reports and to recommend action(s) to address repeat failings.</p>	<p>Able to deploy and direct resources necessary to investigate complex and serious incidents, including commissioning of research or surveys to establish HE practices and the University's relative strengths and weaknesses.</p> <p>Able to determine need for RIDDOR reports for injuries, diseases and dangerous occurrences, and other incident reporting requirements.</p> <p>Is responsible for RIDDOR reporting on behalf of the University.</p>
2. Workplace activities	Is familiar with typical workplace activities and practices carried out in their area.	Is familiar with typical work activities and practices carried out across multiple schools / directorates, and at faculty level.	Has an appreciation of the range of work activities carried out across campus and by the University community beyond campus.
3. Risk assessment	Able to assess whether risk assessments are suitable and sufficient.	Able to assess risk assessments against the full range of legal requirements.	Able to assess risk assessments against the full range of legal requirements.

## D. Managing your Professional Health & Safety Knowledge

D2. Technical knowledge and experience	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
	Able to identify shortfalls and inappropriate methods of risk assessment.		
4. Monitoring equipment	Able to use monitoring equipment to evaluate the performance of safety devices to assess their performance.	Able to interpret data from monitoring equipment readings which takes into account the working environment and human factors.	<p>Able to develop protocols for use of monitoring equipment.</p> <p>Able to identify need for, and to procure additional expertise to carry out surveying and monitoring work involving complex protocols or equipment.</p>

## D. Managing your Professional Health & Safety Knowledge

D3. Context	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
1. Local health & safety arrangements	<p>Aware of the existence of the local safety related documents and their hierarchical significance.</p> <p>Able to draft and comment on local codes of practice, guidance documents, etc.</p>	Familiar with local health & safety arrangements within multiple schools or directorates, and understands the rationale for different approaches adopted by different units.	<p>Able to prepare Policy documents applicable across the range of University activities.</p> <p>Understands the role of the Safety Team and other safety advisors in the context of the University's strategic plans and objectives.</p> <p>Able to align safety service delivery to those plans and objectives.</p> <p>Able to advise on the health &amp; safety impact of University aims and objectives.</p>
2. School/directorate / institute (or equivalent) context	<p>Aware of school/directorate or equivalent level strategies and plans.</p> <p>Able to advise manager on health &amp; safety implications of proposed plans.</p>	Able to identify gaps in school /directorate documents regarding health & safety management, and to promote ways of addressing these.	Able to identify gaps in school /directorate documents regarding health & safety management, and to promote ways of addressing these.
3. Faculty context	Aware of faculty level strategies and plans and how these influence health & safety at school/directorate level.	Able to identify gaps in faculty documents regarding health & safety management, and to promote ways of addressing these.	Able to identify gaps in faculty documents regarding health & safety management, and to promote ways of addressing these.

## D. Managing your Professional Health & Safety Knowledge

D3. Context	Local Safety Advisors	University Safety Co-ordinators	University Safety Team Manager
		<p>Able to suggest ways in which health &amp; safety can be integrated into faculty level plans and objectives.</p> <p>Able to identify scope for aligning health &amp; safety documents with faculty plans and objectives.</p>	<p>Able to suggest ways in which health &amp; safety can be integrated into faculty level plans and objectives.</p> <p>Able to identify scope for aligning health &amp; safety documents with faculty plans and objectives.</p>
4. Corporate context	<p>Aware of Corporate strategies, plans and objectives.</p> <p>Recognises opportunities to align local arrangements with these.</p>	Able to recognise opportunities to align faculty-level work with corporate objectives where there are health & safety implications or where health & safety management can be improved.	<p>Understands the role of Safety Services and other safety advisors in the context of University strategic aims and objectives.</p> <p>Able to align service delivery of Safety Team to Corporate plans and objectives.</p> <p>Able to set and deliver corporate aims and objectives relating to health and safety.</p>