



Annex: Detailed Descriptors

Policy Profession Standards

Our competency framework
for professional development





The Policy Profession Standards: detailed descriptors

This document is an annex to the Policy Profession Standards and contains detailed descriptors for each of the Standards, to be used alongside the main framework. The Policy Profession Standards describe the skills and knowledge required by policy professionals at all stages of their career, and provide the competency framework for professional development in the Policy Profession.

The Standards set out the expectations of all policy professionals across the UK. The framework defines the skills, knowledge and activities required for each Standard as individuals progress from gaining foundational knowledge, to becoming a skilled practitioner, to being a policy leader. The framework provides a guide for the personal, professional, and career development of the Civil Service Policy Profession.





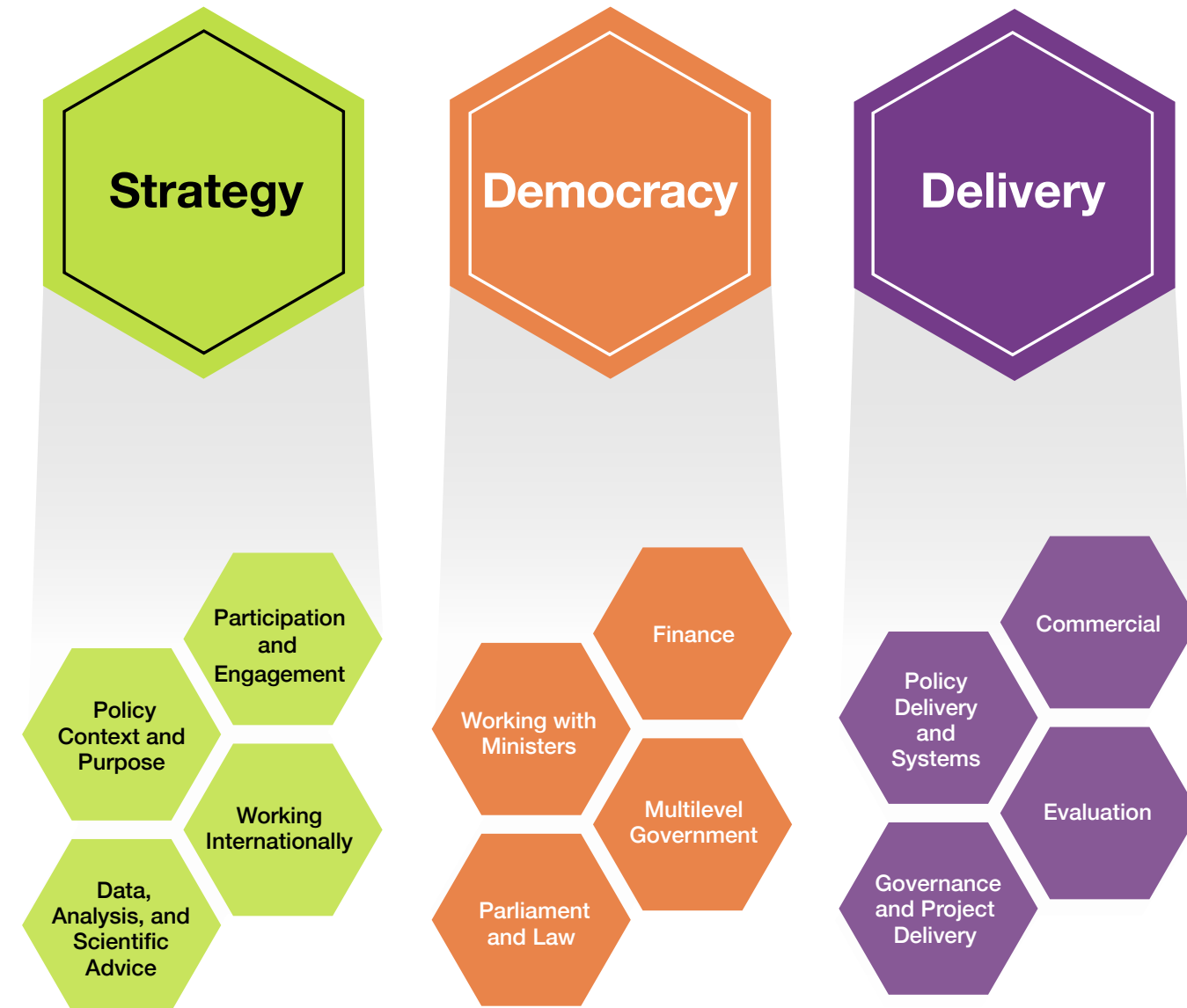
Detailed Descriptors

Each Policy Profession Standard has a set of learning outcomes. The learning outcomes provide a summary description of the skills, knowledge, and activities included for each Standard and set out the overall expectations for that Standard. We expect that most policy professionals will use the Standards and their learning outcomes to guide professional development.

Each Policy Profession Standard also has a set of detailed descriptors. The detailed descriptors set out the specific skills associated with each learning outcome, at each of the three levels of learning, for each Standard. The detailed descriptors are the single source of information about expected skills at each of the three levels.

The descriptors provide additional detail for those seeking a deeper understanding of the Standards, or those using the framework to support capability-building in their organisation.

The detailed descriptors represent best practice for each Standard and were generated through consultation with subject matter experts and specialists across Civil Service organisations, professions, and functions.





Using the Standards: The Three Levels

The Policy Profession Standards define the skills, knowledge and activities required for each Standard as individuals progress from gaining foundational knowledge, to becoming a skilled practitioner, to being a policy leader. These three levels of learning set expectations for what a policy professional can do for every Standard at any grade or career stage, from attaining a universal baseline of knowledge at level 1, to applying skills and knowledge in practice at level 2, to developing deep expertise at level 3.

- **Level 1: Developing** – The Civil Service expects all policy professionals to be aware of and understand all the Standards by their first Grade 7 role in any Civil Service organisation – this is Level 1 competency. Level 1 represents the baseline for Civil Servants and is relevant to roles at the EO, HEO, and SEO grades. The Standards framework is multidisciplinary, as baseline competency includes understanding when and how to involve other professions and functions.
- **Level 2: Practitioner** – As policy professionals progress they will have the opportunity to apply skills and knowledge and will become skilled practitioners, often leading policy areas and teams – this is Level 2 competency. Level 2 competency is not universal: policy professionals are not expected to be able to apply the skills and knowledge associated with every Standard. Instead they will

develop unique individual combinations of skills as a result of their career path.

- **Level 3: Expert** – Policy professionals may progress from skilled practice to developing deep expertise for certain Standards, becoming policy leaders and sometimes undertaking professional qualifications – this is Level 3 competency. At Level 3 competency, policy professionals can demonstrate exemplary skills and knowledge across the Civil Service.

These three levels of learning are not directly linked to grades, as individual career experiences usually result in colleagues operating at different levels in different skill areas, regardless of their position within the organisational hierarchy. Furthermore, most roles will span multiple levels of skills and knowledge. As a broad guideline, Level 1 is relevant to a typical role at the EO–SEO grades and should be attained before the first G7 role; Level 2 to G7–G6 grades; Level 3 to SCS grades. In practice most roles will require a higher level of specific technical skills or knowledge for some elements of the role, with these expectations defined at Level 2 and Level 3. The levels of learning are cumulative – level two and three capability assume that level one and two capability has already been attained and where this isn't the case assume that level one should be sought first.



1. Strategy

1.1. Policy Context and Purpose



- Understand the policy process. Develop expertise within the policy area to operate credibly and effectively.
- Interrogate and explore underlying issues addressed by the policy, using systems thinking to model policy problems.
- Define the sought impacts and outcomes of a policy.
- Apply decision making tools to model policy options.
- Embed cross-cutting policy objectives and responsibilities.
- Challenge assumptions and explore different scales of impact, using futures techniques.

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
Understand the policy process. Develop expertise within the policy area to operate credibly and effectively.	Understands the respective roles of government(s), associated legislative bodies and the Crown; understands the role and duties of civil servants as set out in the Civil Service Code.	Understands the imperative to observe the Civil Service Code, knows how to do so and where to turn to for advice, including on propriety and novel and contentious issues.	Guides others to observe the Civil Service Code. Reinforces relevant ethical standards, including The Seven Principles of Public Life (the 'Nolan principles').
	Understands different models of the policy process; aware of which are relevant to policy area and why. Understands the difference between evidence-based and values-based policy and can apply critical thinking.		Provides steer and oversight on how to approach and frame the policy process. Able to shape and adapt the process where needed to improve outcomes.
	Understands the policy and constitutional context for policy area within the Civil Service; devolved administration or department; director general portfolio; directorate; division; team and policy area. Aware of the history of policy area and lessons learned from approaches taken. Knows the bigger picture for the policy area, such as: experts in the area; other organisations which have a role; connections with other areas of policy development, making links beyond obvious areas of overlap; how organisation's policy position aligns (or not) with that of the relevant government(s).	Demonstrates ability to build a knowledge base systematically and effectively in a new role or policy area, including why previous approaches succeeded or failed (lessons learned). Adapts to new challenges and identifies the key lead/lag indicators of success or failure for policy area. Effectively collates information and expertise to support effective decision making or advice. Works collaboratively with other disciplines and relevant external experts to develop and deliver sound policy, engaging early with expertise and other professions.	Devises prioritised plan of action when faced with new areas or challenges; identifies and explains parallels between previous attempts to solve the policy problem and their impact (successful or not). Demonstrates courage and innovation when solving policy issues; positively challenges how things are done. Uses a range of networks and experts to shortcut to the most relevant evidence and provide historical, international or other comparative examples.
	Understands why and how to work in multidisciplinary and multi-professional teams.	Works across boundaries to maintain a collaborative and inclusive working environment of multidisciplinary and multi-professional teams.	Builds a collaborative and inclusive working environment of multidisciplinary and multi-professional teams.
Interrogate and explore underlying issues addressed by the policy, using systems thinking to model policy problems.	Recognises the importance of understanding the question that underpins the problem to be solved. Understands the basic principles of systems thinking and their relevance to the policy process. Understands the core policy idea and frames it according to the prospective impact on those affected by policy, including how this differs across demographics, protected characteristics and places.	Takes time to understand the core challenges of the problem using a wide range of evidence and broad stakeholder engagement; identifies the fundamental questions in order to deliver the desired outcome; agrees the scope; defines the problem in clear and simple terms (for example using a mutually exclusive and collectively exhaustive (MECE) set of questions); keeps a focus on the key issues.	Engages senior stakeholders throughout the problem-definition and solution-generating phases so they understand and can act upon the recommendations. Develops and enhances problem solving approaches of teams to make them more insightful and higher impact. Extensive experience of analysing complex problems, dismissing irrelevant factors, and recommending solutions to deliver desired outcomes.
	Aware of basic problem-solving techniques (for example defining the problem, separating issues and hypothesis-based thinking).	Stays focused on the most important aspects of the problem. Generates insights leading to applied solutions and positive impact.	Asks insightful questions, accurately assesses options and supports others to recommend policy options which align with the underlying problem, especially when under intense time pressure.
	Knows how to generate evidence and use simple analytical tools to model the policy area for example PESTLE; understands how, when and why diverse inputs improve policy analysis and to what degree.	Challenges assumptions and seeks diverse input when preparing advice or developing options; draws from a wide range of evidence and considers views, perspectives and insight from across an appropriate range of stakeholders, including expert analytical and scientific sources.	Uses evidence and knowledge, from a wide range of sources, to come up with logical implications, opportunities and risks to inform policy options; challenges assumptions and current approaches, even of widely accepted or established policies.



1.1. Policy Context and Purpose

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
[continued] interrogate and explore underlying issues addressed by the policy, using systems thinking to model policy options.	Aware of the history of the policy area, including what has been tried before and understands the lessons learned from this, as well as lessons learnt about relevant comparators with similar goals or institutional design.	Demonstrates ability to build a knowledge base systematically and effectively in a new role or policy area, including why previous approaches succeeded or failed (lessons learned). Adapts to new challenges and identifies the key lead/lag indicators of success or failure for policy area. Effectively collates information and expertise to support effective decision making or advice.	Devises prioritised plan of action when faced with new areas or challenges; identifies and explains parallels between previous attempts to solve the policy problem, and their impact (successful or not). Demonstrates courage and innovation when solving policy issues; positively challenges how things are done.
Define the sought impacts and outcomes of a policy.	Recognises the importance of understanding the question that underpins the problem to be solved. Understands the basic principles of systems thinking and their relevance to the policy process. Understands the core policy idea and frames it according to the prospective impact on those affected by policy, including how this differs across demographics, protected characteristics and places.	Identifies and articulates the core policy idea that will create impacts for those affected by policy, even when ideas are emergent or goals are ambiguous. Frames commissions in terms of: impact on those affected by the policy or service, or at a systems level; impact on relevant strategic goals, for example using the Public Value Framework.	Interprets and (re)frames ideas and goals into achievable policy objectives, against which options can be developed and outcomes can be identified. Influences to ensure priority is given to desirable and realistic goals. Able to challenge unviable or undesirable ideas, and to expose underlying theories of change and assumptions for scrutiny.
	Understands the policy outcomes and what successful delivery of the policy would look like. Aware of the role of systems thinking principles in understanding how complexity and context can affect policy outcomes.	Can confidently include delivery options in policy design, consistently thinking 'end to end'. Can define the intent of the policy or service; how the outcome will be measured; who will use the policy or service. Applies systems thinking principles to understand how complexity and context can affect policy outcomes.	Articulates how operating in complex systems will affect policy outcomes and supports others to gain this understanding. Manages performance of teams to deliver meaningful outcomes for those affected by policy.
	Understands the benefits of experimentation and the importance of developing prototypes and trial-based policy designs throughout policy development to test policies before implementation.	Develops prototypes and trial-based policy designs; tests and prototypes ideas throughout policy development. Identifies and generates baseline data where relevant to enable the measurement of interventions and their impact.	Understands and promotes the benefits of experimentation and prototyping, particularly for de-risking policy by testing it as early as possible. Encourages and supports others to take informed risks; prototype, trial and iterate; experiment with ideas, solutions and designs.
Apply decision making tools to model policy options.	Understands the role of decision-making tools such as appraisal and impact assessment to model and select policy solutions. Understands the basics and importance of appraisal in policy analysis, including key principles set out in the Green Book. Understands that all impact assessments need to be considered at the early stages of developing policy and assessed for relevance to the policy area.	Uses appropriate decision-making tools and processes, such as appraisal and impact assessment, to model policy options. Where relevant, applies appraisal in policy analysis, including key principles set out in the Green Book, involving analysts where appropriate; uses impact assessments to analyse the feasibility of options. Recognises interdependencies, and complex cause and effect outcomes.	Frames problems in a way that allows others to solve them; leads, challenges and guides others to arrive at the best options, recommendations and decisions. Can thoughtfully apply new and emerging methods of analysis and problem solving, articulate their advantages and disadvantages, and lead the adaption or development of common frameworks, principles, methodologies, tools and techniques.
	Understands organisational policy tests or standards.	Tests policy options against desired outcomes, agreed success criteria, and risks. Subjects options to challenge and mitigates bias or groupthink.	Leads decisions on the choice of policy solutions using rigorous criteria and proven design frameworks so that options are feasible.
	Understands the need for advice to be clear, accurate, well-reasoned, evidence based, impartial and targeted to the audience.	Provides effective, rapid, responses to requests for policy advice. Provides advice that is clear, accurate, well-reasoned, evidence based, impartial and targeted to the audience.	Builds credibility and a reputation as a trusted adviser. Able to offer proactive free and frank advice to decision makers, even when it has not been requested.



1.1. Policy Context and Purpose

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
Embed cross-cutting policy objectives and responsibilities.	Recognise the role of policy professionals in working collaboratively across organisations and society on grand challenges. Aware of the overarching strategic policy goals of the organisation and the relevant government(s).	Coordinate policies and services with a shared system focus, for example wellbeing or net zero; understand the range of cross-government interests, identify synergies and make connections. Articulates the links between policy and/or business area and the achievement of strategic policy goals.	Shapes and influences the contribution of business area to the achievement of strategic policy goals. Articulates these links to teams and champions their work with relevant stakeholders.
	Understands the processes and timeframes by which policy priorities change in the organisation and the relevant Government(s), for example budgets, spending reviews, programmes for government, manifestos, departmental plans. Builds relationships across the organisation that enable awareness of policy priorities, and any changes to them. For example, equalities; net zero; local devolution.	Contributes to the development of proposals and reporting for policy priorities at the relevant scale, including managing relationships with the relevant stakeholders. Where necessary, adapts the work of business area to changing priorities. Builds the relationships and networks across the organisation and the relevant government(s) that enable interpretation and anticipation of changing policy priorities.	Builds relationships with the most senior stakeholders across the organisation and the relevant government(s) that enable ability to influence changing policy priorities to generate optimal outcomes. Anticipates changing priorities and includes within planning for the business area(s), seeking opportunities in this process. Influences the adoption of new policy priorities across organisation and beyond and adapts work of business area(s).
	Understands the potential that policy areas must support or undermine UK climate and environmental objectives (for example Net Zero by 2050); understands where to seek further advice on these interactions from across government.	Understands and can explain the specific interactions between climate and environmental objectives and their policy area; considers these implications and, where appropriate, incorporates them into relevant advice.	Leads within their organisation to deliver climate and environmental objectives, building up the required relationships and understanding to challenge assumptions and communicate the whole system interactions between the environment and all policy activity.
Challenge assumptions and explore different scales of impact.	Understands the need to consider the future when developing policy, including multiple possible outcomes. Distinguishes between possible, preferred and probable futures and between predictions, probability and risk. Aware that having an informed, resilient vision for the future can help to determine the right actions to take now.	Uses futures thinking to challenge own assumptions and biases, as well as those of others. Recognises interdependencies, and complex cause and effect relationships; considers how context and broader drivers of change will shift over time. Communicates that uncertainty and ambiguity are necessary features of the complex systems policy operates in and the value of futures-thinking in addressing this.	Displays an understanding of previous government futures work and its value; advocates for its use in new areas; draws upon a range of formal and informal approaches to develop futures-thinking, foresight and horizon-scanning capability in team or policy area. Supports peers and colleagues to use futures thinking to strengthen policy making across government.
	Understands that a range of futures tools exist, and knows where to find them.	Applies a range of futures tools to explore the various possible futures. Understands the implications of different approaches to policy for example visioning vs scenarios.	Plays a central role in developing tools and resources that support colleagues to apply futures thinking, foresight and horizon-scanning to make policy more resilient to future change.
	Knows where to find support with using futures to inform policy area, both within organisation and across government, including the Heads of Horizon Scanning Network.	Engages with and draws upon networks across government to better assess future trends and uncertainties, and applies this understanding to their work.	Contributes to cross government analysis, through the heads of horizon scanning or other communities, mentors colleagues in the use of futures tools and helps to develop best practice in government.
	Knows how to find major trends and drivers in the policy area, including internal resources that provide insight and information (for example Office for Budget Responsibility, Office for National Statistics).	Commissions, generates and collates evidence and resources to support futures work and understanding future challenges or opportunities, for example horizon scanning, surveys, interviews and economic and social metrics.	Leads or commissions high-quality analysis focused on the future from internal and external partners.

1.2. Data, Analysis, and Scientific Advice



- Apply research methods to model, test, and improve policy solutions.
- Commission, understand, and use data, evidence, and advice from analytical sources.
- Commission, understand, and use data, evidence and advice from scientific and technical sources.

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
Apply research methods to model, test, and improve policy solutions.	Recognises the need to ask critical questions (for example around aims, audience, and alternatives) before acting on a policy issue.	Asks critical questions, considers different options and takes an open-minded approach to understand policy issues and their root causes.	Takes a systemic approach in understanding and framing emerging policy and sector issues.
	Problem-solves using a variety of tools (for example SWOT, PESTLE).	Can select and use relevant problem-solving tools to explore a specific issue.	Demonstrates how analysis and problem-solving techniques can translate issues into answerable questions.
	Aware of different data collection methods (for example surveys, census, administrative, social media, big data), each with advantages and disadvantages.	Applies their knowledge of data collection to critique and challenge to make intelligent decisions.	
	Understands what sampling is and the different techniques used for example random or strata to determine a sample size.	Knows the consequences of not having an appropriate sample and the impact on the interpretation of data.	
	Understands stakeholder analysis and mapping and ways of gathering stakeholder feedback.	Explores stakeholder needs and concerns using a range of methods.	Able to reflect and balance different stakeholders' perspectives and values when developing policy.
Commission, understand, and use data, evidence, and advice from expert analytical sources.	Understands the value, role and different contributions of each of the seven analytical professions. Aware of the Aqua book and its value in supporting commissioning. Understands when to involve the relevant professional analyst(s) and the importance of seeking expertise early in the policy development process.	Demonstrates effective ways of working in partnership with professional analysts and when to involve each, to ensure appropriate analysis informs the different stages of the policy process. Commissions timely analytical work from appropriate analysts to gather data or seek advice on existing data to solve a policy problem. Embeds expertise and outputs from the analytical professions in policy development.	Builds effective multi disciplinary teams where policy and analytical professionals work closely to plan, monitor and evaluate policy development; mentors others to do so. Engages with experts to innovate and continuously improve policy development and delivery, and the use of data in policymaking.
	Understands the relationship between analytical professions and academia; and the respective roles of internal and external expertise at different stages of the policy process.	Utilises networks and relationships built with internal analysts, across and between the professions, and external experts relevant to the policy area.	Develops networks across analytical communities, inside and outside government and engages with them to create multi-disciplinary communities of practice. Champions the use of relevant research to inform decision making.
	Understands what an evidence-based approach is and the different steps and types of evidence that can be used. Knows how to identify sources of evidence (for example internal data, professional opinion and external practice) and how best to acquire them. Knows how to objectively evaluate evidence considering its quality. Recognises influences on quality levels in data, such as weightings applied.	Acquires multiple sources of evidence (for example internal and external professional expertise, research and stakeholder concerns and values) to test assumptions and ideas. Can access and use relevant research and data accurately. Works collaboratively with analysts to maximise the quality of the evidence base. Uses evidence and spots pitfalls including caveats and limitations (for example statistical uncertainty); correctly interprets widely used statistical tools (such as correlation and confidence intervals). Evaluates and assesses the quality and relevance of analysis produced by others. Objectively analyses multiple sources of evidence to create insight, identifying sources of bias.	Requests and assures the acquisition of internal and external evidence to inform policy strategy. Assesses the quality and relevance of evidence available; identifies evidence gaps and challenges poor evidence for example sources of bias. Demonstrates confident use and interpretation of a wide range of statistical and methodological tools; summarises evidence accurately and able to perform simple analysis to highlight important gaps, uncertainties and risks. Reduces the friction of sharing data and evidence between public bodies.
	Understands, when commissioning research or analysis, the data types and techniques that each analytical profession employs (for example quantitative versus qualitative) and when it is appropriate to use each. Understands the importance of considering ethical risks within research proposals.	Able to assess the quality of proposals submitted by analysts. Takes responsibility to check understanding of the process and outcomes of analysis. Applies knowledge of data types and research techniques to be an intelligent customer when commissioning research to address policy issues. Able to discuss the ethical risks with analysts using the relevant ethics self-assessment tool.	Can discuss the analytical tools and options with analysts to ensure the analysis serves the public well, before final sign off by lead analyst(s). Explores options with analysts to reduce any ethical risks, where relevant.



1.2. Data, Analysis, and Scientific Advice

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
<p>[continued] commission, understand, and use data, evidence, and advice from expert analytical sources.</p>	<p>Understands the importance of quality assurance for commissioned research or analysis, role as a customer and how to check the quality assurance process has been actioned.</p>	<p>Applies understanding of relevant guidance to produce and communicate credible and robust analyses of policy options; uses spreadsheet or database tools where appropriate; secures quality assurance by professional analysts.</p>	<p>Demonstrates the ability to deconstruct complex analyses, identifying assumptions and consequent conclusions and challenges these where appropriate; identifies credible alternative assumptions and assesses their implications for conclusions.</p>
	<p>Knows what data is and why it is important. Knows how to interpret different sources of data e.g. tables, dashboards, reports. Knows how to turn data into simple charts and graphs to explore patterns and find issues. Understands how to create basic data models (e.g. analysis of change over time).</p>	<p>Uses analytical dashboards and reports. Can cross reference different data sources to check quality. Conducts basic data analysis (e.g. means, medians, percentiles, correlations, standard deviations) and appropriately uses the output. Able to use descriptive statistics (average) and use graphs and charts to check for outliers and missing cases. Knows when to seek additional advice from an analyst.</p>	<p>Demonstrates confidence when using a variety of different data sources to assess the quality of the data; performs high-level evaluation, drawing attention to any gaps, uncertainties and risks. Knows when to request assistance from an analyst to cleanse the data, if checks such as descriptive statistics suggest a significant issue.</p>
	<p>Knows how tables, dashboards, charts and other visualisations can be used to succinctly convey the messages contained in a dataset. Uses the Magenta Book as a guide to communicating uncertainty.</p>	<p>Can select appropriate data visualisation techniques and adapting the presentation of data to specialist and non-specialist audiences. Uses data and analytics to provide insight, answer questions and make recommendations.</p>	<p>Understands relative merits of data visualisation techniques. Uses effective approaches to convey data, including storytelling techniques. Able to use analysis and insights to influence and shape policy decisions.</p>
	<p>Knows the headline statistics in policy area. Understands simple statistical concepts (for example sampling, summary measures, index numbers and data types); understands basic mathematical concepts such as orders of magnitude and percentages; interprets simple graphs and tables. Knows the main sources of official statistics and the UK regulatory framework, especially regarding the release of statistics.</p>	<p>Demonstrates use of analytical approaches and key statistical concepts when considering a policy problem, including straightforward data manipulation and clear presentation of data; uses data that is most helpful in the policy area. Follows the Code of Practice for Official Statistics.</p>	<p>Guides and coaches other civil servants in the use of statistical techniques, partnering with statisticians, researchers, geographers and operational researchers where relevant. Provides mechanisms for engaging the public and other policymakers in policy-relevant data and analysis.</p>
	<p>Understands the basics and importance of economic appraisal in policy analysis, including key principles set out in the Green Book. Aware of commonly used economic terminology. Aware of main economic theories relevant to the policy area and their implications.</p>	<p>Knows where to locate relevant economic data. Able to carry out straightforward data manipulation and analysis to interpret data, and to identify any gaps. Understands the limitations of analysis and economic thinking; and reflects this in recommendations to inform decision making, commissioning analysis from economists when appropriate.</p>	
<p>Commission, understand, and use data, evidence and advice from expert scientific and technical sources.</p>	<p>Understands the breadth of skills scientists and engineers can provide. Understands the role and value of internal and external scientific expertise, and academic expertise. Aware of which government specialists contribute to the policy area (both networks and individuals), and how to reach them for advice. Understands the wider science system accessible through the Chief Scientific Advisers and CSA office, including the national academies.</p>	<p>Works in partnership with the most appropriate specialists (science and engineering or analytical professions; both networks and individuals). Leverages contacts to seek external advice on policy development and delivery, where appropriate. Demonstrates an appreciation of the limitations that individuals or networks may have.</p>	<p>Demonstrates end-to-end understanding of the sources of evidence and expertise across their system and sector; demonstrates effective working relationships. Engages with a network of scientific experts and brings in new contacts to increase existing knowledge, internally and externally to government. Convenes groups which comprise of a wide spectrum of views to aid decision-making. Mentors others in achieving balanced expertise when sourcing evidence to create policy options.</p>
	<p>Understands that a range of science and engineering advice, analysis, and techniques exist. Understands the scientific method. Has an awareness of when science advice should be sought in the policy lifecycle. Aware of systems thinking as a core principle.</p>	<p>Sources and presents transparent evidence that can be used to generate well-informed, evidence-based, policy recommendations. Able to apply systems thinking to policy area.</p>	<p>Uses a wide range of science and engineering advice, evidence and techniques, to develop, critically assess and challenge policy options, providing advice to senior officials and ministers. Can interpret the ways in which uncertainty is expressed in science and engineering advice.</p>



1.2. Data, Analysis, & Scientific Advice

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
<p>[continued] commission, understand, and use data, evidence and advice from expert scientific and technical sources.</p>	<p>Understands the importance of transparency and public communication about science and research in a policy field.</p>	<p>Facilitates effective public engagement with the science and evidence to better inform policy development and decision making.</p>	<p>Champions public engagement with science and evidence on policy issues, using a more deliberative approach which foregrounds dialogue about science, evidence and policy.</p>
	<p>Understands the value of consulting the Chief Scientific Adviser (CSA) for the department or organisation and their officials. Understands the role of chief scientific adviser as leader for the provision of scientific evidence in the organisation. Aware of products of the CSA office such as the science plan, the Areas of Research Interest (ARIs) and contributions to Spending Review bids. Aware of how CSA links to the relevant Government Chief Scientific Adviser.</p>	<p>Understands the perspectives of the relevant Chief Scientific Adviser and other key experts in the policy area. Understands and supports relevant science plans and Areas of Research Interest (ARIs) to ensure they are reflective of policy needs for evidence.</p>	<p>Advocates the value of consulting chief scientific advisers and the Government Chief Scientific Adviser alongside making full use of expert networks. Actively consults CSA and CSA office when scoping a piece of policy to highlight any present or future need of evidence and to allow the CSA to procure it in a timely manner.</p>

1.3. Participation and Engagement



- Commission, understand, and use data, evidence and advice on the diverse needs of those affected by a policy.
- Apply the principles and practices of relevant approaches such as co-production, user centred design, and behavioural science.
- Enable participation by stakeholders in the policy process. Seek enhanced transparency and openness.
- Deliver effective external communication.

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
Commission, understand and use data, evidence and advice on the diverse needs of those affected by policy.	<p>Understands that identifying who is affected by a policy or service is fundamental to delivering the right thing. Understands that policy advice should be people-centred, evidence-based and data-driven, and tested with users, focused on the impacts and outcomes for those affected by policy. Understands the difference between stakeholders and users (those affected by policies or services); knows how to identify and engage them differently.</p> <p>Understands the sources of people-centred evidence and expertise relevant to policy area. Understands the need to share policy thinking at an early stage and draw on diverse sources of this people-centred evidence and expertise. Understand approaches to participation and when, where, how and why it is appropriate to use them.</p>	<p>Develops policy focused on the impacts and outcomes for those affected by policy. Adopts critical thinking and evidence to assess the viability of policy proposals and how users will (or won't) engage with the policy or service.</p> <p>Uses the existing evidence base; seeks new sources of evidence to fill gaps. Shares ideas and gathers evidence from diverse sources, for example engages early and throughout the policy process with front line service providers to understand issues with policy delivery and implementation and gain insight into user needs. Uses complaints, feedback and correspondence as evidence to inform policy development. Skilfully designs and delivers participatory opportunities, using relevant principles for example recognising power dynamics.</p>	<p>Commissions, resources and performance- manages teams to deliver meaningful outcomes for users. Builds diverse teams of civil servants that reflect the profile of the citizens and communities we serve. Ensures that human-centred evidence is effectively presented and included in decision making.</p> <p>Visibly champions support for involving users in the policy process; addresses barriers to involving users in the policy process. Explains the use of human-centred evidence and expertise in the policy process and decision making. Increases the proportion of policies and services that are designed using new research and evidence about users. Responds constructively to challenge.</p>
Apply the principles and practices of relevant approaches such as co-production, user centred design, and behavioural science.	<p>Is aware of the relevance of human and behavioural factors in policy development and delivery; knows of examples in UK policy. Understands the benefits of user-centred and experience-based design, including why and when it might be used. Knows the relevant expert colleagues who can support people-centred policy development and delivery, within policy area and/or organisation, and how, when, and why to seek advice, such as a design team or policy lab.</p> <p>Understands user segmentation and priority user groups for policy area and where relevant, the organisation.</p> <p>Understands the benefits of experimentation, and the importance of developing prototypes and trial-based policy designs throughout policy development to test policies with users before implementation.</p> <p>Knows the latest tools and techniques available to engage with people, especially digital tools and where to find information on how to use them effectively and securely.</p>	<p>Uses open, people-centred policy tools and techniques. Demonstrates use of simple design techniques and understands when to engage with expert colleagues. Understands the kinds of methods that can be used to explore user behaviour and reactions, including trial design. Selects appropriate methods, tools and techniques. Uses checklists when developing or delivering policy, where relevant (for example EAST, MINDSPACE, COM-B).</p> <p>Employs user segmentation when generating new evidence. Encourages the use of a common taxonomy for user segmentation such as protected characteristics, geographical location and socio-economic background.</p> <p>Develops prototypes and trial-based policy designs; tests and prototypes ideas throughout policy development.</p> <p>Demonstrates confidence using digital engagement tools safely and with appropriate security in place; promotes the "digital first" approach to providing information and services where appropriate.</p>	<p>Promotes the use of people-centred approaches to policy development and delivery. Demonstrates strong working knowledge of the range and relevance of design methods that can be used for policy development, such as ethnography, prototyping, rapid Randomised Controlled Trials, and step-wedge designs.</p> <p>Coordinates between policies and services that focus on a particular type of user, by understanding the range of cross-government interests, identifying synergies, and making connections.</p> <p>Understands and promotes the benefits of experimentation and prototyping, particularly for de-risking policy by testing it as early as possible. Encourages and supports others to take informed risks; prototype, trial and iterate; experiment with ideas, solutions and designs.</p> <p>Advocates for civil servants working openly and collaboratively (with all parts of the delivery chain), handling data appropriately, and applying appropriate security measures.</p>



1.3. Participation and Engagement

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
Enable participation by stakeholders in the policy process. Seek enhanced transparency and openness.	Understands the purpose of stakeholder engagement and the importance of planning for it. Understands the difference between stakeholders and users (those affected by policies or services); knows how to identify and engage them differently.	Uses collaborative and direct approaches to encourage stakeholder participation from the earliest opportunity, throughout the development and implementation of the policy; plans when and how engagement will take place. Develops communication and public engagement skills; builds confidence in representing policy area, individually and as a policy team.	Runs large scale engagement processes on contentious issues effectively and confidently, which may include formal public consultation; supports and trains others to do the same.
	Aware of where to access expert support and advice in effective working with stakeholders, such as stakeholder engagement teams, communications professionals, service designers.	Adopts a broad range of appropriate and inclusive methods to encourage stakeholder participation, engagement and collaboration in policy development, including the use of digital tools and techniques. Works with communications professionals to find the most inclusive methods and ensure engagement opportunities reach the right audiences, so they can contribute.	Champions transparency in the policy process and inclusive engagement. Builds and leads broad teams incorporating policy makers and specialists; draws upon best practice and leads innovative methods of stakeholder engagement including the use of digital tools and techniques; positions formal written consultation as part of a broader, richer process of public dialogue.
	Aware of which stakeholders are most influential and their views of policy options. Understands the interests of stakeholders, and the significance of relationships between them.	Uses effective methods to identify stakeholders and keep them engaged in the policy process, prioritising where to focus resource. Provides transparency about policy performance, enabling stakeholders to propose and develop solutions.	Anticipates how stakeholders may respond to proposals and plan for a range of scenarios, using risk management and assurance processes effectively to ensure accurate and timely consideration of stakeholder input.
	Aware of relevant requirements to formally consult on proposals relating to the policy area, for example legal requirements. Aware of the consultation guidance and principles for the relevant government(s).	Understands the legal principles of fair formal consultation and considers them in devising any consultation. Adheres to the consultation guidance and principles for the relevant government(s) when conducting government consultations.	Champions proactive consultation and expansion in the range of evidence gathering tools perceived as legally robust.
		Analyses input from stakeholders, consultation or participation and uses this to inform the evidence base when providing advice (e.g. to ministers, senior officials or Parliament). Engage expert of analytical and communication colleagues where relevant.	Draws robust conclusions from a broad range of conflicting and/or ambiguous responses and defends those conclusions against challenge – including learning from judicial reviews.
	Understands the importance of preparation for any stakeholder engagement, including who the other parties are, and who or what influences them. Understands constraints and the limits of authority when it comes to agreement. Understands the importance of asking insightful questions and acting on feedback.	Prepares, plans and sets objectives for interactions with stakeholders based on key issues. Tailors approach to stakeholder engagement based on the perspectives, preferences and behavioural styles of the other party. Recognises who is authorised to change constraints and presents options to them, to secure the best possible outcome. Demonstrates active listening, openness to challenge and testing out ideas; reaches conclusions based on this.	Understands how to use the whole negotiation chain and its levers when interacting with stakeholders. Understands the context of negotiations; makes links to external factors which influence how messages are perceived. Mentors others to understand the context of negotiations and take different perspectives into account. Probes the risks associated with different outcomes and takes informed risks where it is judged necessary.
Deliver effective external communication.	Understands and identifies the key messages relevant to external promotion of the policy area.	Articulates the core policy idea and prospective impact in simple, compelling terms for external communication purposes.	Communicates clearly, with passion and perseverance; responds effectively to changing circumstances.
	Aware of the overarching strategic policy goals of the organisation and the relevant government(s).	Articulates the links between policy and/or business area and the achievement of strategic policy goals in simple, compelling terms for external communication purposes.	Articulates the links between the policy area and strategic policy goals to teams; champions their work with relevant stakeholders and in external communications.
	Understands that information needs to be presented according to its audience; selects and presents it so that someone else can understand a particular subject quickly (“briefing”).	Demonstrates knowledge of the purpose of the communication, the outcome sought and the potential impacts. Presents arguments well, adapts tone and style to the audience. Tailors the message for the audience and ensures the correct impact is achieved on the reader. Seeks and responds intelligently to feedback and proactively reviews own work. Coaches, trains and mentors others in communications.	Champions good writing and clear communication, coaches others and provides opportunities for less experienced staff to practice drafting communications. Quality assures communications to ensure clarity and effective consideration of the audience. Demonstrates that feedback to others leads to positive change.
	Knows the relevant communication colleagues in policy area, who to contact in the policy area and in the organisation and the importance of keeping them involved from the beginning and throughout policy development.	Involves expert communication colleagues throughout policy development and engagement activities.	Ensures effective communication strategies are developed with communication colleagues during the policy process (including risk management and mitigation).

1.4. Working Internationally



- Understand the international context and the priorities and interests of all parts of the UK.
- Work within complex contexts to build relationships, influence and negotiate to advance UK interests.
- Work effectively with international bodies. (multilateral).
- Understand the role of international development work.
- Understand international trade implications for policy area. Understand international economic, prosperity and trade implications on their policy area.

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
Understand the international context and the priorities and interests of all parts of the UK.	Understands the devolution settlements within the UK and is aware that some devolved responsibilities and policy areas have international aspects.	Understands the principal interactions between international work and devolved policy areas. Where appropriate, engages with the UK Government and the devolved administrations to ensure UK positions can take account of respective views.	Understands the positions of the devolved administrations that are relevant to working internationally. Able to resolve any tensions between administrations' views, fully respecting the reserved and devolved responsibilities.
	Understands the role of Her Majesty's Government [HMG] global network and the developed administrations offices overseas.	Works effectively through the global network to advance agreed policy objectives.	Models high standards of behaviour, obligations, and expectations guided by values and principles for international work.
	Understands the broad objectives and the international strategic context of diplomacy, development, security, prosperity and economics.	Represents and advances agreed international policy objectives in the international context.	Shows a deep understanding of the key themes, systems and organisations in international politics and uses this to shape, lead and deliver international strategy and policy.
Work within complex contexts to build relationships, influence and negotiate to advance agreed policy objectives.	Understands the key global themes (e.g. climate change or cyber) and volatile, uncertain, complex and ambiguous nature of foreign policy.	Use data, analysis, horizon scanning and a wide repertoire of policy tools to analyse and make judgements in this complexity and uncertainty .	Works easily with ambiguity, uncertainty and contrasting perspectives to make robust strategic judgements.
	Recognises relevant international actors and relationships (bilateral, multilateral and other groupings).	Influences key actors (bilateral, multilateral, internally and externally) and can offer effective policy advice including on handling, tactics and negotiation.	Uses network of senior international contacts to gather insight, communicate, influence and build alliances and lead negotiations and meetings.
	Understands cultural perspectives and different ways of framing a policy issue.	Adjusts approach in recognition of the impact and importance of other cultures and languages.	Handles relationships sensitively taking into account global, regional and country context and cultural, language and local sensitivities.
	Understands the international regulatory and legal frameworks that affect their policy area.	Familiar with key regulatory and legal documents and know when to engage with legal colleagues.	Works confidently with legal texts and legal advisers and able to identify potential legal risk and when to engage legal colleagues.
Work effectively with international bodies (multilateral).	Understands the overall role, purpose and structure of international organisations and groupings and how the UK and devolved administrations engage with these bodies.	Has a detailed understanding of the relevant parts of the multilateral system and is capable of utilising multilateral processes and structures to support agreed policy objectives.	Leads multilateral negotiations and meetings effectively, promoting and protecting the interests of all parts of the UK in multilateral fora.
		Can represent effectively and deliver an agreed policy position in multilateral settings and international fora.	Has an expert understanding of relevant multilateral structures, including being able to describe the limits of competence or gaps in different multilateral organisations and take action to defend HMG and devolved administration interests when an organisation is exceeding its remit.



1.4. Working Internationally

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
Understand the role of international development work.	Understands how the international development system operates and the purpose of Official Development Assistance (ODA). Understands how development supports the delivery of the Sustainable Development Goals (SDGs) and the objectives of developing countries, Her Majesty's Government (HMG) and devolved administrations.	Can engage effectively on development issues to deliver agreed policy objectives, while recognising the context of developing countries' own policies and objectives.	Has substantial experience of development policy issues, operates effectively within the international development system and is seen as credible in development contexts.
Understand international trade implications for policy area.	Understands the basics of trade policy and priorities and how these relate to policy area. Understands relationships between key international players (countries, multilateral, or plurilateral institutions) in policy area and assesses holistic impact of action.	Understands the fundamentals of international trade, the key international trade relationships and different instruments of trade policy, including trade agreements. Where relevant, uses detailed understanding of the UK's approach to identify barriers to trade, opportunities to support investment or exports, and to resolve market access barriers.	Understands the interplay between multilateral and preferential trade agreements; the importance of key economic powers' priorities on trade; and the impact these have on the UK position. Able to navigate this complexity, managing the risks and opportunities identified, to deliver benefits for the whole UK.



2. Democracy

2.1. Working with Ministers



• Deliver effective internal communication. Write for different audiences and purposes, including scrutiny.

• Work effectively with ministers. Understand the options for providing policy advice and how to challenge.

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
Deliver effective internal communication. Write for different audiences and purposes, including scrutiny.	<p>Understands the different types of written work a civil servant is often requested to produce. Understands that information needs to be presented according to its audience and possible application; selects and presents it so that someone else can understand a particular subject quickly (“briefing”).</p>	<p>Demonstrates knowledge of the purpose of the communication, the outcome sought and the potential impacts. Uses the correct tone of writing for each type of briefing or advice, tailors the message for the audience and ensures the correct impact is achieved on the reader; ensures any last minute changes do not change the tone or detract from the key message. Seeks and responds intelligently to feedback and proactively reviews own work. Coaches, trains and mentors others in drafting.</p>	<p>Champions good writing and clear advice, coaches others and provides opportunities for less experienced staff to practice drafting advice. Demonstrates that feedback to others leads to positive change; challenges and supports the development of those already doing well.</p>
	<p>Demonstrates the ability to write accurately, briefly and clearly, using correct grammar and punctuation.</p>	<p>Drafts documents that are logically structured, contain carefully assimilated and selected information and evidence, presents a full and balanced picture with a persuasive conclusion. Writes clearly, showing critical thinking and understanding of the subject, brings clarity to complexity or ambiguity and is without jargon and technical terms. If complex language is essential, explains the meaning with care and consistency.</p>	<p>Quality assures documents to ensure clarity of the issues, objectives, implications and impacts, with effective consideration of the reader. Challenges others to explain ambiguity and present a clear argument amid uncertainty.</p>
Work effectively with ministers. Understand the options for providing policy advice, and how to challenge.	<p>Understands the powers and responsibilities of the Prime Minister or First Minister, Cabinet, ministers, special advisers and civil servants. Understands relevant processes for working with, and presenting options to ministers, private office(s), special advisers and organisations or experts representing citizens, businesses or other stakeholders.</p>	<p>Builds productive working relationships and trust with ministers, private office(s), special advisers and organisations or experts representing citizens, businesses or other stakeholders; speaks with confidence and clarity in their presence, even when delivering a difficult message.</p>	<p>Builds productive working relationships and trust with ministers, private office(s), special advisers and helps ministers shape effective strategies to deliver their priorities.</p>
	<p>Understands the pressures on ministers and senior officials and why accurate, brief and clear communication is essential.</p>	<p>Provides effective and confident oral briefing to ministers, special advisers and senior colleagues. Uses the Minister’s preferred style and engages with private office to ensure the Minister’s requirements are fully met.</p>	<p>Trusted and able to provide free and frank advice on options considered, marshalling evidence including the policy context from decision to delivery.</p>
		<p>Takes account of the wider political landscape when considering and presenting policy options.</p>	<p>Gives unbiased advice to ministers on difficult and complex policy based on robust analysis; understands the relevant political realities. Identifies any potential conflicts of interest in policy development and handles them sensitively.</p>

2.2. Parliament and Law



- Understand the legal framework applicable to your policy role within the Civil Service, know how to comply with essential regulations, such as equalities law, and how to work with legal risk.
- Understand the legislative process.
- Understand the role and functions of the relevant Parliament(s). Understand responsibilities to Parliament(s), and accountability of officials.

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
Understand the legal framework applicable to your policy role within the Civil Service, know how to comply with essential regulations, such as equalities law, and how to work with legal risk.	Understands that policy making takes place in a complex environment and many factors need to be taken into consideration; that there are legal implications of policy decisions and they can be challenged in court. Know what the protected characteristics are under equality law and understand the need to have 'due regard' to these groups under Equality Law.	Demonstrates sound knowledge of relevant legislation and principles of public law. Identifies risks (reputational, political, presentational and financial) and responds as appropriate to mitigate them. Know what an equality impact assessment is and when and how to conduct one.	Has detailed knowledge of the relevant legislation and principles of public law and can identify key legal issues affecting the policy area and articulate these to lawyers when approaching them for advice. Have expert knowledge of policy impact on those with protected characteristics and lead the team to ensure Public sector Equality Duty responsibilities are planned into the policy-making process.
Understand the legislative process.	<p>Understands the handling or presentational issues in bringing secondary legislation before Parliament, court judgments and conventions. Understands the role of government(s) in proposing legislation, and the role of Parliament(s) in scrutinising and passing it. Understands the basic mechanisms of law-making in the UK (including primary and secondary legislation); interacts with the people who support them.</p> <p>Understands organisational processes for handling legislation, judicial reviews and Freedom of Information requests. Knows who to approach for advice on parliamentary matters and is aware of the timetable (e.g. recess) and how it affects legislation. Understands the process for bringing secondary legislation before Parliament, and the scrutiny process. Understands the handling or presentational issues in bringing secondary legislation before Parliament, and develops effective handling plans to address this.</p>	<p>Understands the mechanisms of law-making in the UK (including primary and secondary legislation) at an advanced level; interacts with the people who support them. If in a legislative management role (e.g. bill manager), shows an in-depth understanding of how and when to react in unexpected situations, e.g. emergency legislation, lost votes.</p> <p>Directly engages with parliamentary process at senior level e.g. bill management. Understands key internal stakeholders in management of legislation, for example other policy teams, ministerial offices, legislative strategy and parliamentary teams, plus the Office of the Parliamentary Counsel and Parliamentary Business and Legislation Committee, or equivalent.</p>	<p>Shows an in-depth understanding of how and when to react in unexpected situations, e.g. emergency legislation, lost votes.</p> <p>Understands common issues and needs from legislators and others who scrutinise public policy and uses their feedback to improve policy making.</p>
Understand the role and functions of the relevant Parliament(s). Understand responsibilities to Parliament(s), and accountability of officials.	<p>Knows the institutions and public figures associated with the UK and Devolved Parliaments, including the various Houses of Parliament and scrutiny processes within those institutions, such as select committees or committees. Understands the role and duties of civil servants as set out in the Civil Service Code.</p> <p>Understands the role of parliamentary processes in communicating their department's policies (e.g. Parliamentary Questions, debates, statements, select committees or committees) and has a basic understanding of how each one works. Takes account of ongoing and prior parliamentary scrutiny when developing policies.</p>	<p>Identifies the risks and opportunities in the parliamentary process, and manages expectations. Uses a network of contacts and experts to navigate parliamentary processes.</p> <p>Understands the importance of full and helpful engagement with parliamentary processes. Can identify how and when to use various processes. Can develop effective parliamentary handling strategies to present new or changing policies to Parliament.</p>	<p>Directly engages with parliamentary process at senior level for example presenting to select committees or committees, bill management and ensures policy development takes account of prior parliamentary scrutiny. Understands the guidance on giving evidence to select committees (Osmotherly Rules).</p> <p>Understands the needs of ministers in regard to their parliamentary duties (for example effective answers to Parliamentary Questions and correspondence). Ensures their teams are set up to meet these needs.</p>



2.2. Parliament and Law

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
<i>[continued]</i> understand the role and functions of the relevant Parliament(s). Understand responsibilities to Parliament(s), and accountability of officials.	<p>Understands the role of Parliament in holding the government to account, and the importance of parliamentary processes in enabling this (e.g. parliamentary questions and ministerial correspondence).</p> <p>Understands the principle of 'Parliament First' – that any new policies should be communicated to Parliament(s) in the first instance – and applies this.</p> <p>Understands the Cabinet Committee system, collective responsibility, and the write round process. Understands the importance of engaging with ministers in policy development. Understands the role and duties of civil servants as set out in the Civil Service Code.</p>	<p>Coaches others and shares experiences to build parliamentary skills of other policy makers; explains the role of answers to Parliamentary Questions and ministerial correspondence in democratic accountability. Ensures that 'Parliament First' is applied.</p>	<p>Coaches others and shares experiences to build parliamentary skills of other policy makers; explains the role of answers to Parliamentary Questions and ministerial correspondence in democratic accountability. Champions parliamentary capability in their teams.</p>

2.3. Finance



- Consider effective use of public money, value for money and fiscal sustainability in decisions.

- Understand how to manage risk and relevant accountabilities.

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
Consider effective use of public money, value for money and fiscal sustainability in decisions.	Understands the importance of taking financial considerations into account throughout the policy making process.	Provides advice and recommendations that show a detailed understanding of the relevant financial situation, a value for money approach and a clear understanding of risks; plans for and responds appropriately to changes in financial circumstances or concerns.	Leads the way and provides advice which demonstrates the complexities of the financial situation in the policy area, including the implications of major change (e.g. a change in Government or altered market forces) for current and future years.
	Demonstrates awareness of the main documents, processes and publications relating to finance, including the relevant government financial reporting manual, the Green Book, the budget process, and Managing Public Money. Awareness of supporting guidance for specific topics, including the Green Book (appraisal and evaluation), the Orange Book (risk management) and the Financial Reporting Manual. Understands how the Civil Service Code relates to responsibility for public money.	Demonstrates familiarity with public sector financial guidance documents and publications, in particular the principles for managing public resources as set out in Managing Public Money. Confidently uses terms and concepts commonly referred to in public finance, in particular the concepts of regularity and propriety as being fundamental to the use of public funds.	Raises the profile of public sector financial guidance documents and publications; confidently uses terms and concepts commonly referred to in public finance.
	Demonstrates awareness of financial, performance and value for money data.	Handles numbers confidently and accurately; interprets a range of financial/ performance/value for money data using this to inform decision making; tests financial assumptions and appropriately monitors and reviews contribution towards expected outcomes.	Undertakes regular audits of the policy area to ensure it is achieving best value for money; acts appropriately on the results.
	Understands the impact of policies on overall finances and fiscal sustainability. Costs individual policies and demonstrates awareness of affordability against available budgets.	Drafts considered and compelling business cases, considering value for money and affordability.	Leads the way and provides advice and guidance on business cases and best practice, fully accounts for value for money and affordability, taking account of projected cost profiles across multiple years.
Understand how to manage risk and relevant accountabilities.	Has an awareness of different roles within relevant finance teams and knows who to contact in the policy area and in the organisation. Understands the role of the Government Finance Function.	Demonstrates effective working relationship with relevant finance teams, proactively seeking their advice and input early in the policy making process and ensuring they are integrated into key decision making. Understands when specialist finance support and review is required.	Considers implications outside of immediate policy area and actively engages finance teams and other relevant functions to determine financial impact.
	Understands role in ensuring public money is used effectively for the exchequer as a whole and how to raise any concerns (for example whistleblowing). Demonstrates awareness of the Orange Book and the principles of risk management. Understands scheme of delegation, role of accountable officers and how this relates to policy.	Proactively applies the principles of risk management as set out in the Orange Book.	Implements best practice evaluation and risk management mechanisms including effective contingency plans. Supports colleagues who seek to raise issues and concerns for example through whistleblowing.

2.4. Multilevel Government



- Understand devolution in all parts of the UK. Understand the impacts, risks and opportunities of intergovernmental relations.

- Work effectively with different levels of government in the UK, including local and regional government.

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
Understand devolution in all parts of the UK. Understand the impacts, risks and opportunities of intergovernmental relations.	Understands the structure of the devolved settlements. Understands the difference between reserved and devolved powers, as well as the differences and implications for UK government powers exercisable in devolved areas (for example the Industrial Development Act 1982 and UK Internal Market Act 2020). Understands how the policy area interacts with reserved or devolved powers.	Shows an understanding of devolved issues, including the legal position and protocols, when developing policies to reach effective outcomes; involves specialist advisers when appropriate. Demonstrates knowledge of the devolved legal processes when making legislation, and the interplay between UK and devolved legislatures, including the legislative consent motion process, when legislating UK-wide.	Guides others to recognise the importance of understanding devolution when policy making and how it contributes to effective policy outcomes. Establishes effective leadership and governance for improving capability on devolved issues.
	Understands the need to respect the competences of the different administrations.	Demonstrates understanding of devolution of powers from the UK Parliament to the Scottish Parliament, Welsh Parliament (Senedd), and Northern Ireland Assembly, compared with English devolution and the decentralisation of powers to cities and regions within England.	Operates effectively in a devolved context, through use of appropriate processes, mechanisms and techniques.
	Understands current Memorandums of Understanding and other relevant agreements between UK Government (UKG) and the devolved administrations (DAs) to support constructive intergovernmental relations. Understands the implications of English Votes for English Laws on policy and legislation.	Contributes to any new Memorandums of Understanding and explains its relevance in policy making on devolved issues.	Identifies and develops areas where new Memorandums of Understanding may be required to support effective working between administrations.
	Understands there are differences in the structure and roles of local and regional government across the UK, and the implications of any approaches to decentralisation on the policy area. Understands the history of dynamics between central and local government.	Where relevant, considers the implications of the structure of local and regional government in England, and in Scotland, Wales and Northern Ireland, throughout development of the policy.	Demonstrates expertise in building appropriate stakeholder relationships with local and regional government in England, and in Scotland, Wales and Northern Ireland.
	Understands the role of territorial offices and when to consult them.		
Work effectively with different levels of government in the UK, including local and regional government.	Understands how and why to work with different levels of government in the UK. Understands the relevance and implications of different levels of government and decentralisation, to policy area.	Partners effectively with different levels of government throughout policy development, building stakeholder relationships.	Champions the importance of effective partnering with different levels of government.
	Understands the importance of identifying and engaging stakeholders in all the administrations of the UK, including fellow policy leads.	Knows policy counterparts in other administrations and the administrations' views and perspectives; maintains dialogue and negotiates effectively.	Maintains effective dialogue, demonstrates an understanding of other administrations' views and perspectives and shares knowledge with others who need to know.
	Understands the structure and roles of local and regional government across the UK. Understands the history of dynamics between central and local government.	Knows when and how to engage local and regional authorities and maintains effective dialogue. Where relevant, considers the implications of the structure of local and regional government in England, and in Scotland, Wales and Northern Ireland.	Demonstrates expertise in building appropriate stakeholder relationships with local and regional government.



3. Delivery

3.1. Policy Delivery and Systems



- Explore delivery options using data, evidence and advice on the needs of those affected by policy.

- Collaborate with cross sector partners to design implementation, using systems thinking, service design and organisation design.

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
Explore delivery options using data, evidence and advice on the needs of those affected by policy.	<p>Understands the policy outcomes and what successful delivery of the policy would look like, using the relevant service standards for the administration (for example the Service Manual; the Scottish Approach to Service Design). Understands that identifying who is affected by a policy or service is fundamental to delivering the right thing. Understands the importance of being able to measure the progress and success of policy and the different approaches.</p>	<p>Can confidently include delivery options in policy design, consistently thinking 'end to end'. Can define the intent of the policy or service; how the outcome will be measured; who will use the policy or service. Designs policy delivery focused on the impacts and outcomes for those affected by policy. Adopts critical thinking and evidence to assess the viability of policy proposals and how users will (or won't) engage with the policy or service.</p>	<p>Commissions, resources and performance manages teams to deliver meaningful outcomes for users. Manages performance of teams to deliver meaningful outcomes for those affected by policy.</p>
	<p>Understands that policy advice should be people-centred, evidence-based and data-driven, and tested with users, to focus on the impacts and outcomes for those affected by policy. Understands the difference between stakeholders and users (those affected by policies or services); knows how to identify and engage them differently. Understands the needs of those affected by policy and the importance of this for planning delivery and mitigating any risks to achieving the intended impacts and outcomes of the policy.</p>	<p>Facilitates effectively the early involvement of people who will deliver the policy and those impacted by it to understand their needs, challenges, behaviours, experiences and ideas, to develop better policy implementation. Re-uses existing successful patterns for working with users in the design of the policy or service. Shares ideas and gathers evidence from diverse sources, for example, engages early and throughout the policy process with front line service providers to understand issues with current policy delivery and gain insight into user needs.</p>	<p>Visibly champions support for involving users in the policy process; addresses barriers to involving users in the policy process. Explains the use of people-centred evidence and expertise in the policy process and decision making. Builds diverse teams of civil servants that reflect the profile of the citizens and communities we serve.</p>
Collaborate with cross sector partners to design implementation, using systems thinking, service design and organisation design.	<p>Understands the basics of public administration in the relevant administration, how policy implementation is organised and what sectors and types of organisations are involved. Understands the delivery systems available in policy area, including which other organisations and/or public bodies are involved.</p>	<p>Applies understanding of different approaches to policy delivery, their rationale and the incentives within them to develop options for policy delivery appropriate to the sought outcomes of policy area, for example, by recommending appropriate sets of delivery partners and arrangements.</p>	<p>Able to advise and influence senior stakeholders to select delivery options and approaches; aligns options with priorities of delivery partners, the organisation, and ministers. Challenges poor quality advice and options and references relevant comparative examples. Guides understanding in others of complex delivery systems and incentives within them and relevant parallels to activity in other policy areas.</p>
	<p>Aware of the role of systems thinking principles in understanding how complexity and context can affect policy outcomes.</p>	<p>Applies systems thinking principles to explore how complexity and context could affect policy outcomes for policy area.</p>	<p>Articulates how operating in complex systems will affect policy outcomes and supports others to gain this understanding.</p>
	<p>Recognises the need and opportunity to deliberately design delivery systems. Understands the relevance of a range of methods for planning policy delivery, for example, in mapping current delivery systems.</p>	<p>Optimises the design of any policy delivery interventions to improve the likelihood of achieving intended policy outcomes; seeks opportunities to resolve current issues in policy delivery. Builds collaborative relationships with service designers and other multidisciplinary professionals across government to support the design of new systems using evidence from those delivering and affected by policy. For example, mapping delivery systems to seek efficiencies, plus opportunities to avoid duplication, administrative burdens, barriers to access and unintended consequences.</p>	<p>Champions the opportunity to deliberately design delivery systems and the opportunity to realise policy goals as well as improve delivery systems. Commissions impactful involvement of service designers and other multidisciplinary professionals across government in delivery planning and defends their involvement as part of the policy process; responds constructively to challenge. Demonstrates practical experience of using a range of methods in a real world context; champions the benefits for the policy process. Shares learning across senior internal and external stakeholder community.</p>



3.1. Policy Delivery and Systems

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
<p>[continued] collaborate with cross sector partners to design implementation, using systems thinking, service design and organisation design.</p>	<p>Understands role of learning from past evaluation when developing plans for policy delivery and the importance of understanding the context. Understands how public service delivery has changed over recent decades and what has been learnt about the relative merits and risks of different approaches to delivery and governance. For example models of involving private and third sector organisations in public service delivery. Understands where to find relevant insights, for example, the National Audit Office and academic research.</p>	<p>Seeks previous evaluations of policy delivery to assess the likelihood of effectiveness in policy area. Applies learning from evaluation accurately to inform policy options and decision making, developing options that incorporate lessons learnt. Looks beyond policy area for any comparative examples with similar features that can generate learning, seeking expert advice to find examples where relevant, for example, from historians. Combines evidence, analysis, and evaluation when developing policy options.</p>	<p>Builds and uses a wide network of professional researchers and experts to access the most relevant evidence and provide historical, international or other comparative examples. Advocates for effective learning from evaluation and helps teams embed learning from evaluation into policy. Commits to using lessons learnt from previous policy delivery evaluations, both positive and negative aspects.</p>
	<p>Understands the role and value of service design professionals in government and how, when, and where, to involve colleagues. Understands the value of the design approach, as well as the terminology associated with its core capabilities: designing with data; for everyone; iteratively; for digital; collaboratively.</p>	<p>Demonstrates effective ways of working in partnership with service designers, where relevant. Embeds expertise and outputs from service designers in policy development and delivery. Promotes the role of service designers in communicating clearly, influencing design decisions, understanding the whole system around users and building user-centred capability in the organisation.</p>	<p>Builds effective multi disciplinary teams where policy and service design professionals work closely to plan, monitor and evaluate policy delivery where relevant. Engages with experts to innovate and continuously improve policy delivery, and the use of data in policymaking.</p>
	<p>Understands the role of relationships and behaviours in enabling effective policy delivery in complex systems; aware of the sources of internal and external expertise that offer credible advice.</p>	<p>Creates conditions that enable effective policy delivery in complex systems, including empowered service owners, decision-making delegated to the right level, a no-blame culture, a culture of service improvement and seeking opportunities to generate and apply learning.</p>	<p>Champions, resources, supports and defends the creation of cultures that enable effective policy delivery in complex systems. Promotes the approach with senior internal and external stakeholder community.</p>
	<p>Understands the added value of cross sector collaboration in the policy process. Understands the key organisations and stakeholders involved in policy area. Understands the context of these sectors and issues or risks affecting them; actively seeks first-hand perspectives from stakeholders. Seeks opportunities for inclusion and relationship-building, such as open discussions or joint training.</p>	<p>Actively involves cross sector partners in decision making and policy formulation or review. Seeks networks and builds relationships with stakeholders. Refreshes perspectives across sector(s) regularly. Ensures challenge from stakeholders is embedded into systemic or departmental structures and is communicated to ministers and senior decision makers. Understands risks and interdependencies in the relationship between policy area and relevant sector(s).</p>	<p>Continuously utilises mature relationships across relevant sector(s). Understands the sector, the context, and nuances of perspective across the sector. Ensures ministers and senior decision makers are informed and operating in a way that reflects the whole context and all the stakeholders.</p>
	<p>Understands relevant policy delivery tests or standards for all involved organisations and any differences or tensions between goals or approaches.</p>	<p>Works with delivery partners to test policy delivery options against desired outcomes, agreed success criteria and risks. Subjects options to challenge and mitigates bias or groupthink.</p>	<p>Leads decisions on the choice of policy delivery solutions using rigorous criteria and proven design frameworks so that options are feasible.</p>
	<p>Understands best practice in Civil Service sponsorship arrangements with public bodies regarding strategic direction and priorities; accountability; planning and performance; effective board arrangements; financial controls, audit, annual reports and accounts; human resources; employment of chief executives.</p>	<p>Has oversight of sponsorship arrangements with public bodies according to the relevant guidance and best practice within the organisation. Ensures the proactive management of relationships with public bodies and progress towards policy outcomes by public bodies.</p>	<p>Provides assurance and, where necessary, intervention to ensure effective sponsorship of public bodies according to the relevant guidance and best practice within the organisation.</p>

3.2. Governance and Project Delivery



- Understand the delivery of the operations of government.
- Understand accountabilities to the organisation and how to manage risk.
- Plan, monitor and continuously improve policy delivery.

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
Understand the delivery of the operations of government.	Aware of the structure of the organisation, including how the functions and professions are organised and their role within the organisation. Understands role as a policy professional and an employee in the organisation.	Works productively with corporate functions and corporate service providers; seeks opportunities to improve relationships and processes. Aware of expectations; seeks opportunities to make a corporate contribution beyond role.	Role-models systems leadership within the organisation, demonstrating a positive contribution to the organisation beyond your role.
	Understands the role of business managers in the organisation and business area and how, when and why to engage constructively.	Works with business managers to optimise information flows in the business area and support their role as intermediaries within corporate processes.	Works with business managers to optimise the business management function in the business area, reorganising where necessary for efficiency and effectiveness.
	Understands what structures exist within the organisation and the relevant government(s) to provide a civil contingencies response when needed, and under what circumstances that would be activated.	Knows responsibilities within the civil contingencies response of the organisation, and the relevant government(s), including responsibilities to any staff (including releasing staff for deployment and attending to wellbeing), plus the likely relevance of policy and/or business area to different types of response. Review and improve business continuity as needed.	Takes responsibility for response of policy and/or business area in the event of activation of a civil contingencies response in the organisation or the relevant government(s). Reorganises structures, reprioritises work and redeploys teams where necessary. Oversees the development and improvement of business continuity plans as needed, with reference to relevant organisational risks.
Understand accountabilities to the organisation and how to manage risk.	Aware of the corporate governance structure of the organisation and its function – which board or group does what; who sits on these groups and why; in what circumstances will policy area report to them. Aware of the assurance process. Understand the relevant format of reporting, including papers and presentations.	Proactive in fulfilling formal accountabilities and role in the assurance process; apply understanding of the corporate governance structure and reporting expectations to deliver accurate, timely, and informative reporting where relevant. Presents coherently and with brevity, understands expected behaviour and responds constructively to challenge.	Proactive in fulfilling formal accountabilities and role in the assurance process. Represents policy and/or business area in corporate governance fora, including providing accountability for junior colleagues. Understands how to engage senior colleagues within the governance process and builds the necessary relationships to enable this. Reports with clarity and credibility.
	Understand the process for escalating risks within the business area and organisation; familiar with relevant management chains. Escalate risk where necessary.	Build relationships with senior colleagues that enable assessment, management and escalation of risk where necessary. Understand accountabilities for risk. Proportionately allocate accountability for risks within your team(s) and their work. Understand and promote the role of managed risks in improving policy outcomes. Enable experimentation and prototyping policies and services with the people that will use them to reduce delivery risks and uncertainties.	Builds relationships with senior colleagues that enable assessment, management and escalation of risk where necessary. Proactive in anticipating and mitigating risks, in the business as well as in policy area. Understands accountabilities for risk and reporting, including the process and potential consequences of any audit or challenge. Understands accountabilities for delegated risks within teams and their work. Develops and improves mechanisms that enable colleagues to flag emergent risks. Enables managed risks within teams to improve policy outcomes.
Plan, monitor, and continuously improve policy delivery.	Understands the role and importance of effective project delivery in implementing both government policy and change within the Civil Service.	Develops plans for implementing policy, identifying delivery options and costs, benefits and outcomes, in setting out the case for change.	Leads development of the business case, setting out the strategic and economic case for policy change and how this will be delivered.
	Understands basic concepts, language and principles of project delivery, including delivering to time, cost and scope, potential tensions between them and how the project links to benefits and outcomes.	Applies core project delivery principles in planning and implementing policy and uses a range of project delivery tools and techniques, tailored to context.	Defines the delivery approach for policy implementation, drawing on understanding of best practice in project delivery. Encourages, empowers and coaches others to use project delivery tools and techniques.



3.2. Governance and Project Delivery

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
[continued] plan, monitor, and continuously improve policy delivery.	Knows basic project delivery tools (for example Gantt charts) and roles (e.g. project manager, senior responsible owner).	Plans and manages key elements of policy implementation. Identifies the capabilities and resources required and develops these in existing staff or brings them into the team when needed.	Leads delivery of higher risk, more complex projects or programmes (typically multi-million spend and/or high public profile), delivering agreed outcomes, on time and within budget.
	Understands the importance of ensuring that projects are set up for successful delivery from the outset and how best to achieve this. Understands the key principles and tools for setting up, managing and reporting on a project.	Schedules, budgets and produces accurate and timely reports for the project.	Defines own role in relation to delivery and outcomes of the project; takes accountability for decisions and innovates to optimise delivery.
	Captures and shares learning from project work with others.	Identifies and evaluates risks and opportunities; develops strategies to manage and mitigate them; responds effectively to setbacks by identifying the causes, reflecting and learning from these experiences.	Tracks delivery against plan; where necessary initiates action to address risks and bring the project back on track.
	Understands role of assurance in project delivery and the three lines of defence model.	Brings in appropriate external assurance to ensure delivery of high quality products, including appropriate use of project assurance reviews.	Develops a culture where systematic reviews, knowledge capture and sharing is valued; ensures an integrated approach to assurance and approvals, including Infrastructure and Projects Authority assurance reviews where appropriate.
	Understands and can identify likely delivery risks associated with policy options.	Assesses the progress of the project and makes trade-off decisions to optimise delivery and outcomes; helps others understand these trade-offs.	Examines critically the evidence in support of business cases; anticipates risks and takes a strategic view in how they can be addressed or mitigated.
	Knows when and how to seek advice from project delivery professionals or other expertise.	Applies appropriate project controls to manage risks and issues, using identified escalation routes and governance structures appropriately.	Engages with relevant experts, communities of practice and professional bodies to identify best practice, learn from others and improve resilience of self, team and the project.
		Communicates clearly the needs of the client (minister or sponsor) to the project team and the rest of the organisation.	Actively manages relationships with stakeholders and suppliers; is an intelligent client of the delivery team.

3.3. Commercial



- Understand commercial and procurement options and the impacts on policy decisions.

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
Understand commercial and procurement options and the impacts on policy decisions.	Understands the information and steps involved in making commercial decisions.	Considers commercial risks and their impact on policy implementation and the wider implications of the policy on the full range of affected parties; assesses the financial impact when considering options, including effective risk appraisal.	Understands commercial investment considerations, decision making, finances and operating models of the sector(s) related to policy area. Ensures commercial knowledge is maintained.
	Knows the relevant commercial colleagues in policy area, who to contact in the policy area and in the organisation, and the importance of keeping them involved throughout the policy process. Understands the value and importance of the procurement profession and the commercial function.	Builds and uses networks of commercial colleagues and seeks their advice throughout the policy making process; communicates clearly and confidently with commercial experts.	Builds an extensive network of commercial expertise, regularly sharing with, and learning from, others.
	Knows the basic parameters of public spending processes and controls (for example Procurement Policy Note) and departmental thresholds.	Understands sources of guidance and commercial expertise within organisation and across government and uses throughout policy development, design and implementation.	Champions commercial capability in their teams including understanding sources of guidance and commercial expertise within organisation and across government.
	Understands that all decisions should achieve value for money for the taxpayer. Understands the relevant Contract Management Standards.	Leads and improves sourcing and contract management processes and practices, following the relevant contract management standards. Uses contract management as a source of data on delivery to enable improved delivery of new policy activity.	Understands that all decisions should achieve value for money for the taxpayer. Understands the relevant contract management standards.
	Understands how to engage with suppliers and manage relationships with stakeholders.	Engages and negotiates with suppliers; knows the key commercial stakeholders in the policy area (including those outside of Government); manages contracts with third party suppliers; delivers value for money.	Engages tactically and strategically with suppliers and stakeholders, with confidence and credibility, to maximise value for money for the taxpayer and to ensure that security standards are considered.
	Shows awareness of the companies and sectors that are affected by the policy area.	Demonstrates an understanding of key commercial concepts including how markets may react to policy announcements and (where appropriate) proactively engages with the market to assess the viability and implications of policies. Undertakes research into company performance and understands basic financial investment terminology; uses this in policy development.	Maintains an understanding of the markets in their policy area, understands the relation between key market actors and those in related sectors and markets. Demonstrates a thorough understanding of the likely response from the market to a policy change or development, and factors this into decision making.

3.4. Evaluation



- Use evaluation throughout the policy process to generate evidence and learning that informs decisions and delivery.

	Level 1: Developing	Level 2: Practitioner	Level 3: Expert
Use evaluation throughout the policy process to generate evidence and learning that informs decisions	Understands the function of evaluation and the purpose of evaluation at different stages of the policy process. Aware of the different types of evaluation for example process, impact, economic. Understands the difference between monitoring and evaluation.	Uses the most suitable evaluation methods to suit policy need and context; assesses which evaluation methods should be used. Aware of pros and cons of the different types of evaluation; able to select most suitable design and methods supported by expert analytical colleagues. Can confidently use key concepts (for example statistical significance, confidence intervals and random sampling).	Demonstrates practical experience of using a range of methods and evaluation approaches in a real world context; champions the benefits for the policy process. Embeds evaluation culture and capability across teams. Seeks and shares learning on the use of evaluation and monitoring options with colleagues. Leads teams to exploit novel, cutting edge evaluation techniques where relevant, using insight from cross-government and external analytic and policy communities.
	Understands the need for policy to use and respond to evaluation as early in the policy process as possible to maximise its value and impact. Understands the importance of improving and speeding up feedback loops between evaluation and decision making. Understands rapid evaluation techniques.	Builds in early opportunities for learning within the policy process. Where relevant, integrates rapid evaluation techniques supplied by professional researchers into policy development and delivery. Where relevant designs live evaluation data into policy implementation and delivery.	Leads and directs teams to use initial evaluation to adapt policy during the piloting and implementation phases.
	Understands the benefits of experimentation and the importance of developing prototypes and trial-based policy designs throughout policy development to test policies before implementation.	Develops prototypes and trial-based policy designs; tests and prototypes ideas throughout policy development. Identifies and generates baseline data where relevant to enable the measurement of interventions and their impact.	Understands and promotes the benefits of experimentation and prototyping, particularly for de-risking policy by testing it as early as possible. Encourages and supports others to take informed risks; prototype, trial and iterate; experiment with ideas, solutions and designs.
	Understands the value and role of the analytical function and the different contributions of each of the analytical professions. Understands the importance of early and active involvement of analytical professionals in policy development and delivery.	Engages professional researchers from the earliest stages and throughout policy development. Builds network of analytical professionals to gain access to relevant evidence and examples.	Builds effective multidisciplinary teams where policy and analytical professionals work closely to plan, monitor and evaluate policy development; mentors others to do so. Engages with experts to innovate and continuously improve policy development and delivery and the use of data in policymaking.
	Aware of how, when and why to commission evaluation research from the analytical professions in government.	Where relevant, commissions timely analytical work from appropriate analysts to gather data or seek advice on existing data. Competent commissioner proportionate to scale, timelines and resources; understands own role within this.	Commissions appropriate and proportionate evaluations and defends their use as part of the policy process. Sets the strategic direction for monitoring and evaluation in policy area, proportionate to organisational priorities and needs, engaging with senior stakeholders.
	Understands the need to assess the validity of any claim and the reliability of the method that gave rise to the claim.	Assesses the validity of any claim and reliability of the method used, demonstrating an understanding of how impact is evaluated and the key methodological issues that can arise, drawing on professional researchers to ensure accuracy.	Demonstrates practical experience of identifying and understanding validity and reliability of methods used. Able to confidently build understanding with teams and peers of when techniques and methods can break down or be pushed beyond the textbook assumptions.
	Understands role of learning from past evaluation when developing new policy. Understands the importance of evaluating policy outcomes; plans how the policy will be evaluated at an early stage.	Seeks previous evaluations of policies to assess the likelihood of effectiveness in policy area. Applies learning from evaluation accurately to inform policy options and decision making, developing options that incorporate lessons learnt. Looks beyond policy area for any comparative examples with similar features that can generate learning, seeking expert advice to find examples where relevant, for example from historians. Combines evidence, analysis, and evaluation when developing policy options.	Builds and uses a wide network of professional researchers and experts to access the most relevant evidence and provide historical, international or other comparative examples. Advocates for effective learning from evaluation and helps teams embed learning from evaluation into policy. Commits to using lessons learnt from previous policy evaluations, both positive and negative aspects.
	Understands the importance of transparency and openness in policy evaluation and the relevant stakeholders in policy area.	Promotes learning with stakeholders in policy area. Takes responsibility for supporting the publication of research in line with relevant guidance (for example Government Social Research Publication Protocol).	Builds transparency by championing publication of evaluation and sharing learning from evaluations across senior internal and external stakeholder communities, responding constructively to challenging findings. Seeks opportunities to raise awareness of lessons learnt with audiences outside policy area and organisation.