**ABC Appraisals Fact Sheet**

This fact sheet is intended to be read in conjunction with the **ABC Appraisal Template**, the **ABC Work Level Standards**, and the **ABC Enterprise Agreement 2022-2025**.

The ABC Work Level Standards govern the banding and grading of roles at the ABC. They are used by management to determine your rates of pay and evaluate your performance. Enforcement of the Standards allows workers to dispute the grading of their roles and push for progression to ensure their contributions are properly valued.

The Appraisal Template functions to ensure that members are afforded a proper opportunity to self-evaluate against the Work Level Standards and make the strongest possible argument for progression during their appraisals.

This fact sheet provides further information to assist in completing the Appraisal Template and preparing for your appraisal.

The process for completing the Appraisal Template is as follows:

1. Confirm your eligibility to receive an appraisal outcome with respect to the previous performance cycle.
2. Download the Appraisal Template.
3. Copy the ‘performance objectives’ and ‘measures’ from your current job plan into the ‘performance requirements’ table.
4. Transfer the ‘capabilities to be developed’ and ‘development activities’ from your current job plan into the ‘individual development plan’ table.
5. Record any further duties and responsibilities which aren’t reflected in your job plan in the ‘further duties’ table.
6. Self-evaluate your satisfaction of the specified ‘performance objectives’.
7. Evidence your completion of the development activities specified in your individual development plan.
8. Self-assess your performance against the Work Level Standards.
9. Deliver this document to the manager conducting your appraisal meeting ahead of time.
10. Talk through your responses, evidence, self-evaluation and self-assessments with your manager in your appraisal meeting.
11. Record their responses to your self-evaluation in in the fields provided.

If you receive an appraisal outcome you are dissatisfied with, we strongly encourage you to appeal your outcome. We only have 14 days from the date your outcome is posted to People Hub to lodge a review so early preparation is essential.

The process for bringing an appeal is as follows:

1. Discuss your appraisal outcome with the manager who conducted your review.
2. Record their reasons for delivering this outcome in the appraisal template.
3. Revise the completed appraisal template to confirm accuracy.
4. Draft summary statement for email cover letter.
5. Seek referee statements in support of your appeal (optional).
6. Send this information to MEAA member central ([members@meaa.org](mailto:members@meaa.org)) for review and advice on delivery to management.

**1. Job Plan Self-Evaluation**

**A. Performance Requirements**

Completion of this table will help you structure the case you put forward to management when fighting for progression.

Not all measures will be relevant to demonstrating satisfaction of the specified objectives/ sub-objectives. The whole range of measures specified in relation to each objective should be used selectively to demonstrate satisfaction of the relevant objectives. Further measures, which are not specified in the job plan may also be used to demonstrate satisfaction of the objectives.

When completing these fields, you should be mindful of the Work Level Features and relevant band performance requirements (see below) which will ultimately determine your performance outcome. Where possible, you should try to couch your self-evaluation in the language of the Work Level Feature and grading level you are seeking demonstrate.

For example, at Band 4, the ‘Direction Received’ feature specifies ‘**General Direction**’.

Per part 4 of the Work Level Standards, this is defined to mean that:

‘Direction in relation to assignments is provided by the manager defining objectives, priorities and deadlines; and assisting with unusual situations which do not have clear precedents. General guidance is provided, usually covering only the broader technical aspects of the work. The employee carries out work and handles problems and deviations in the assignment in accordance with instructions, policies, previous training or accepted practices in the field. There would be some latitude in selecting the most appropriate method and sequence of tasks in completing the assignment. The employee may be subject to progress checks usually confined to ensuring that, in broad terms, satisfactory progress is being made. Completed work is usually evaluated for technical soundness, appropriateness and compliance with policy. The methods used in arriving at the end results are not usually reviewed in detail.’

As such, if you are looking to progress from Band 3 to Band 4, you should seek to show that you have been working at this level of autonomy when demonstrating satisfaction of the performance requirements set out in your job plan.

**B. Further Duties and Responsibilities**

Often, a worker’s job plan will not accurately reflect the reality of the work they have performed throughout the job cycle. Management are required to evaluate your performance with reference to the work you actually perform, irrespective of the information detailed in your Job Plan.

You should list any duties and responsibilities that are not reflected in your job plan in the table provided and raise these concerns in your appraisal meeting. As above, you should seek to frame this evidence in a way that demonstrates that you have been working at a higher band level than that at which your role is graded.

**C. Further Comments**

This field should be used to provide any further information you deem relevant. Where relevant, you should look to raise concerns or evidence relating to:

* Requirements to pick up further duties because of operational/ strategic changes or reallocation/ reduction of resources.
* The amount of time you’ve been at your current grading point, especially if you are now at the top of your band.
* Any awareness of pay inequity within your team, or other areas of the ABC (e.g. knowledge that other employees are performing the same or similar duties and banded at a higher level)
* Any insights you might have as to why you have been required to perform duties at a higher level.
* A belief that you position description no longer accurately reflects the substantive work you are performing or the role and objectives recorded in your job plan.
* Any concerns you hold regarding the management of your team.
* Anything else you might want to put on the record while you have the opportunity.

While it may seem daunting to raise these issues with your manager, you have a right to voice any concerns you hold. It is important that we make the most of the opportunity to formally document frustrations and discontentment and show management that more needs to be done to reward and recognise the value the contributions that you make.

**Work Level Standards Self-Grading Assessment**Drawing upon the self-evaluation and further duties and responsibilities you have outlined above, you should use this table to assert the band level of your work during the last performance cycle.

the Work Level Standards is the methodology that has been devised to value work and performance and determine the level of remuneration which should be extended in consideration of that work value.

To make the strongest argument for progression, you should assert and evidence that your performance through the previous job cycle has demonstrated satisfaction of each of the Work Level Features at the band level above that which your role is graded at. As you can see on the slide, those features are Complexity of Work, Direction Received, Capability Level, Management/ Supervision, and Editorial/Creative Judgement. There is also a ‘general descriptor’ attaching to each of the bands.

**A. Role Functions**

The standards attaching functions at each band level vary in some ways, depending upon the categorisation of your role. You should pick the category that most sensibly reflects the primary purpose of your role and use that to inform your assessment. The different functions are set out in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Editorial*** | ***Operations/ Design*** | ***Manual/ Craft*** | ***Support*** |
| Production – Editorial | Camera | Manual | Studio/ Location Management |
| Producing/ Moderating | Sound | Property and Staging | Production Management/ Administration |
| Research/ Investigating/ Writing | Vision Control | Scaffolding/ Rigging/ Grips | Content & Information Management |
| Presenting/ Reporting | Vision Mixing |  | Technical Systems Management |
| Translating (Languages) | Lighting/ Technical Production | Craft | Training |
| Directing | Vision and Sound Editing | Gaffer |  |
|  | Presentation | Make up |  |
|  | Editing | Costume |  |
|  | Graphics | Set Construction |  |
|  | Media Management |  |  |
|  | Radio Master Control |  |  |
|  | Multiplatform Development |  |  |
|  | Multiplatform Design |  |  |
|  | Production Design |  |  |

**B. Work Level Features and Band Levels**

To make the strongest argument for progression, you should assert that your performance throughout the previous job cycle has demonstrated satisfaction of each of the Work Level Features (Complexity of Work, Direction Received, Capability Level, Management/ Supervision, and Editorial/Creative Judgement) at a higher band level than that at which your role is currently graded and explain why.

Neither progression within a band, nor progression to the next band, require you to demonstrate that you satisfy *all* the requirements of the higher band. For example:

* Management/ supervision may not be required in some more senior editorial or creative jobs
* Editorial/ creative judgement may not feature significantly in jobs primarily involved in the management of budget and resources

Nonetheless, you should seek to show that you have been working at a higher band level in relation to as many of the features as possible.

The standards of performance required at each band level are set out in the table below. The performance standards attaching to the bolded terms (e.g. **Basic, Close, Developing)** are further elaborated in Part 4 of the Work Level Standards.

**Table 2:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Band** | ***General Description*** | ***Complexity of Work*** | ***Direction Received*** | ***Capability level*** | ***Management/ Supervision*** | ***Editorial/ Creative Judgement*** |
| **1** | First entry level for manual and support functions.  First entry level and typically a trainee level for craft functions.  Employee may be undertaking studies in an appropriate area.  No prior broadcasting or related experience required. | **Basic** | **Close** | **Developing** for craft functions |  |  |
| **2** | First entry level for craft qualified functions.  First entry level and typically a trainee level for operations/design and editorial functions.  Some appreciation/ experience of broadcasting may be required.  Employee may need an appropriate qualification or be studying towards attaining that qualification. | **Basic** to **Straightforward** | **Routine** for manual/ craft and support functions  **Close** for editorial and operations/ design functions. | **Proficient** for manual/ craft and support functions  **Developing** for other functions |  | **Developing independent artistic/ aesthetic judgment** for craft functions |
| **3** | Employees in editorial roles may be rapidly developing their capabilities. | **Straightforward** | **Routine** | **Accomplished** for manual/ craft and support functions  **Proficient** for other functions |  | **Developing independent artistic/ aesthetic judgement** for craft functions |
| **4** | Typically the employee is fully qualified and experienced within their role.  Typically the highest level for manual roles. | **Moderately Complex** | **General** for manual/craft functions  **Routine** for other functions | **Advanced** for manual/ craft functions  **Accomplished** for operations/ design and support functions  **Proficient** for editorial functions | Some **Supervising** for manual functions  Some **Coordinating** for other functions | **Sound independent artistic/ aesthetic responsibility** for craft functions  **Moderate independent** artistic/ aesthetic judgement for operations/ design functions  **Moderate independent editorial/ creative judgement** for editorial functions |
| **5** | Work at this level adds significant value to the output of the work area.  Requires a thorough understanding of the key activities and processes of the work area.  Typically the highest level for craft roles. | **Moderately Complex** | **General** | **Highly Advanced** for craft functions  **Advanced** for operations/ design and support functions  **Accomplished** for editorial functions | **Supervising** | **Considerable independent artistic/ aesthetic responsibility** for craft functions  **Sound** independent artistic/ aesthetic responsibility for operations/ design functions.  **Sound independent editorial/ creative judgement** for editorial functions |
| **6** | Work has a noticeable impact within and/or beyond the immediate work area.  Requires a high level and comprehensive understanding of the key activities and processes of the work area.  Employee makes a regular contribution to planning and to the supervision, training and development of staff. | **Generally complex** | **Limited** | **Highly Advanced** for operations/ design and support functions  **Advanced** for editorial functions | **Limited Management** | **Considerable independent artistic/ aesthetic responsibility** for operations design/ functions  **Considerable** independent editorial/ creative judgement for editorial functions |
| **7** | Work has major impact both within and beyond the immediate work area.  Employee exercises substantial editorial/ creative/ technical autonomy and discretion; has a good understanding of content/ business priorities; and typically plays a leading role in the management/ training/ development of staff.  Specialists are expected to take full and final responsibility for the look, style or content of major/complex programs.  Managers have well developed skills in leadership, communication, planning, organisation and performance evaluation. | **Very Complex** | **Broad** | **Outstanding** for operations/ design and support functions  **Highly Advanced** for editorial functions | **Moderate Management** | **High level artistic/ aesthetic responsibility** and **leadership** for operations/ design functions  **Substantial editorial/ creative responsibility** for editorial functions |
| **8** | Work has noticeable impact on strategies, output or public profile of ABC.  Typically involves editorial, creative & management responsibility for one or more defined major work areas, teams or projects, or major/ complex/ high profile programs or program series.  This is the highest level for specialist operations/ design roles, where the employee is widely recognised as a leader/ expert/ authority in the relevant discipline. | **Particularly Complex** | **Broad** | **Outstanding** | **Significant Management** | **High level editorial/ creative leadership** |
| **9** | Work has major impact on strategies, output or public profile of the ABC.  Typically involves editorial/ creative/ management responsibility for large scale / highly complex work areas, projects, program series or complex programs of major significance to ABC.  Employee is widely recognised as a leader/ expert/ authority in a particular program making discipline. | **Particularly Complex** | **Broad** | **Highest level of expertise** | **Significant Management** | **High level editorial/ creative leadership** |

**Definitions**

Complexity of Work

Work complexity is determined by the nature, diversity, range and intricacy of key activities; the difficulty in determining what, when and how tasks need to be done; and the difficulty and originality involved in performing the work.

Six levels of complexity are described:

*Basic* - Work at this level is simple or routine and comprises tasks that that can be performed with little or no choice in deciding what needs to be done. There is little scope for independent judgement. Actions and responses are clear, obvious and quickly learned.

*Straightforward* - The work involves related processes, methods and techniques. What needs to be done involves various choices requiring identification of differences among a few easily recognisable situations. Actions or responses can differ in such things as source of information, program/assignment type, or other differences of a factual nature.

*Moderately Complex* - The work involves different and unrelated processes, methods and techniques. What needs to be done requires identification, interpretation and analysis of the issues involved in each assignment. The appropriate course of action may be selected from among many alternatives and may involve planning.

*Generally Complex* - The work involves many different and unrelated processes, methods and techniques. Decisions about what needs to be done include assessment of unusual circumstances, variations in approach, sudden changes, and incomplete or conflicting sources of information. Actions or responses require considerable judgement in bringing together a range of elements and in making decisions from a range of options. The work involves interpretation of considerable data, planning and/or refining the methods and techniques to be used.

*Very Complex* - The work involves many different and unrelated processes, methods and techniques applied to a broad range of activities; or substantial depth of analysis and problem solving typically in a professional or other highly specialised discipline. Decisions about what needs to be done demand critical choices between options and regularly address major areas of uncertainty in approach, methodology, or interpretation. Decisions may also involve evaluation arising from continuing changes to programs or directions, technological developments, unknown phenomena, or conflicting requirements. The work requires originating new techniques, establishing standards, or developing new information.

*Particularly Complex* - The work consists of assignments characterised by breadth and intensity of effort. It may involve several phases being pursued concurrently or sequentially with the support of others within or outside the organisation. Decisions about what needs to be done include largely undefined issues and elements, requiring extensive probing and analysis to determine the nature and extent of problems. The work may often involve state-of-the-art developments or novel methodologies and require continuing efforts to establish concepts or programs, or to resolve unyielding problems.

Direction Received

This feature measures an employee’s autonomy in terms of the extent to which a higher level manager exercises direct or indirect control over their work; and the degree of technical guidance required in their area of professional, craft or subject matter expertise.

Overall, this feature reflects the latitude, discretion and authority available in the job for the employee to act, to approve, and to make decisions.

Five levels of autonomy are described:

*Close Direction* - For both unusual and recurring tasks, assignments are closely managed through clear, detailed guidelines and established procedures. The employee consults with the manager as needed on all matters not specifically covered in the original brief. The manager maintains control through reviewing completed work for accuracy, adequacy and adherence to guidelines and procedures. The employee is responsible for the satisfactory completion of tasks, not the overall project.

*Routine Direction* - Guidelines are provided in relation to individual or continuing assignments generally on what is to be done, limitations, quality and quantity expected, deadlines and priorities. The manager may provide additional, specific instructions on new, difficult or unusual assignments or features including when new practices or techniques are involved, or the method of approach. The employee uses initiative in carrying out recurring assignments independently without specific instruction, but refers deviations, problems and unfamiliar situations to the manager for guidance or decision. Assignments are normally subject to progress checks, but these are generally confined to the unusual or difficult aspects where these have not previously been performed. Assignments are reviewed on completion to ensure work and methods used are technically accurate and in compliance with guidelines and instructions.

*General Direction* - Direction in relation to assignments is provided by the manager defining objectives, priorities and deadlines; and assisting with unusual situations which do not have clear precedents. General guidance is provided, usually covering only the broader technical aspects of the work. The employee carries out work and handles problems and deviations in the assignment in accordance with instructions, policies, previous training or accepted practices in the field. There would be some latitude in selecting the most appropriate method and sequence of tasks in completing the assignment. The employee may be subject to progress checks usually confined to ensuring that, in broad terms, satisfactory progress is being made. Completed work is usually evaluated for technical soundness, appropriateness and compliance with policy. The methods used in arriving at the end results are not usually reviewed in detail.

*Limited Direction* - Direction is provided in terms of a clear statement of overall objectives and the resources available. The employee and the manager, in consultation, would decide on the projects and assignments to be carried out and set deadlines. The employee is fully competent and very experienced in a professional/ craft/ subject matter sense and requires little guidance during the performance of assignments. The employee would have the authority to plan and carry out the assignment, resolve most of the conflicts that arise, exercise some latitude in modifying practices and procedures where necessary, and interpret policy in terms of established objectives. Discussions with supervisors are frequently best characterised as consultative in nature. Completed work is reviewed only in terms of feasibility, compatibility with other work, or effectiveness in meeting objectives.

*Broad Direction* - Direction is provided in terms of broadly stated objectives, missions or functions. The employee has authority to independently plan, design and carry out projects, assignments or other work and to exercise discretion on how to achieve results. Direction is through established precedents in the functional area or general policy. The employee has extensive experience and comprehensive knowledge in their profession/ craft/ subject matter/function or discipline. Guidance is only provided where it involves new or sophisticated techniques or relates to areas outside the normal span of activity. The employee would develop objectives and performance standards for the specific functions or programs for which they are responsible to ensure achievement of objectives. Results of the work are considered professionally or technically authoritative and are normally accepted without significant change. If the work is reviewed it is only in relation to such matters as fulfilment of program objectives, effect of advice and influence on the overall program.

Capability Level

Capabilities are the knowledge, skills and attributes required to perform a job or function. Capabilities are informed by any qualifications, experience and/or special training considered essential or very important for the effective performance of the work. Capabilities may also describe specialist areas of skill and knowledge that may be required in addition to craft, professional or operational skills.

Six capability levels are described:

*Developing*: the employee is developing required operational and/or theoretical knowledge and skills in one or more content making functions and is not yet fully proficient.

*Proficient* - The employee demonstrates required operational and/or theoretical knowledge and skills in one or more content making functions. Performance is competently and satisfactorily delivered. Typically they have completed training or possess equivalent knowledge and skills and are gaining experience in a wide range of practical areas and/or are undertaking additional training.

*Accomplished* - The employee demonstrates well developed knowledge and skills in one or more content making functions. Performance is consistently and reliably delivered. Sound relevant experience and/or training is essential.

*Advanced* - The employee demonstrates knowledge and skills that are highly developed and consistently well above the norm in one or more content making functions. They are recognised for the confident and professional manner in which they undertake their work. Considerable relevant experience and/or training is essential.

*Highly Advanced* - The employee demonstrates sustained, comprehensive knowledge and skills in one or more content making functions. They are recognised for the authoritative manner in which they undertake their work and are likely to be regarded as mentors for other staff. Extensive relevant experience and/or training is essential.

*Outstanding* - The employee demonstrates exceptional knowledge and skills and is widely recognised as a leader/expert/ authority in one or more content making functions.

Management/Supervision

This factor comprehends the extent to which an employee is held responsible for the work of others; for building and developing an effective team; and for ensuring the economical and efficient use of resources.

Management/Supervision may cover such matters as setting, implementing and monitoring policies; establishing objectives; planning and organising work; managing budgets; solving problems relating to the work being managed; allocating assignments and reviewing work; selecting, guiding, coaching and training people; evaluating performance; and coordinating people, projects, logistics or resources.

Five tiers of responsibility are described:

*Coordinating* - The employee coordinates, guides, coaches and advises subordinates and peers.

*Supervising* - The employee is responsible for the day-to-day supervision/coordination of staff in a work area or team. The work involves some responsibility for the work of others.

*Limited Management* - The employee is responsible for the deployment and control of resources for a work area or team, subject to regular liaison with the next level of management. Some emphasis on team building, leadership and staff development is assumed. The manager is normally located in the work area concerned.

*Moderate Management* - The employee is responsible for the deployment and control of resources for a work area or team involving a variety of professional/technical disciplines; or else is responsible for directing and coordinating the activities of staff working across a number of functions, work areas or teams, at least one of which is physically remote from the manager. Team building, leadership and staff development are taking on increasing importance. Some contribution to corporate policy, strategy and planning may also be involved.

*Significant Management* - exercises considerable independence and discretion in the deployment and control of resources within the limits of an agreed program or functional brief. The work of the group or area concerned, regardless of its size, would be critical to a major program or functional activity. Team building, leadership and staff development form a major component of the work. A significant contribution to corporate policy, strategy and planning may also be involved.

Editorial/Creative Judgement

Individual content makers are responsible for making editorial decisions on a day-to-day basis in compliance with the ABC Act, Charter, Code of Practice, the general law relating to broadcasting and the policies of the Corporation. The ABC‟s Editorial Policies contain controls and guidelines on such matters as editorial responsibility and „upward referral‟, legal responsibility, and the licensing and supply of ABC content.

*Editorial* judgement includes identifying salient issues or points of view, deciding on the focus and style of the visual/aural/textual content involved, evaluating and assessing its accuracy, balance, dramatic/comedic qualities and (depending on the nature of the content) conveying it to the audience in a manner that is interesting, informative, authoritative, challenging, entertaining, relevant and engaging.

*Creative* judgement is often defined by an employee’s creative or artistic contribution to content making. This can refer to their ability to bring an innovative approach to assignments, to explore or generate original ideas/concepts, or to interpret, visualise, create and/or execute those ideas in a creative/aesthetic manner usually in the context of some specialised operation, design or craft. Aesthetic is taken here to mean “well chosen” and empathetic to the look, sound, “feel” or focus of a program.

Six levels of editorial/creative judgement and five levels of artistic/aesthetic judgement are described.

*Developing Independent Editorial/Creative Judgement:* The employee prepares/presents content reflecting clarity, accuracy and a developing ability to apply ABC Editorial Policies, SCOSE & divisional style guides. Stories and approaches meet the brief in terms of focus, style, target audience etc. The employee is developing competence in evaluating information (importance/relevance/veracity etc) and displays a developing facility, economy & originality in the use of language/pictures/sound to tell a story.

*Developing Independent Artistic/Aesthetic Judgement:* The employee has an appreciation of the artistic elements of their role or function and is developing competence in interpreting and executing content ideas/concepts in a creative/aesthetic manner.

*Moderate Independent Editorial/Creative Judgement:* The employee prepares/presents content of moderate complexity reflecting clarity, accuracy and a detailed working knowledge of ABC Editorial Policies, SCOSE & divisional style guides. Stories and approaches satisfactorily meet the brief in terms of content focus, style, target audience etc. The employee demonstrates a creative and planned approach to the gathering/evaluation/compilation of material from a diverse range of sources; a facility, economy and originality in the use of language/pictures/sound to tell a story; and increasing creative involvement in the development and realisation of content ideas.

*Moderate Independent Artistic/Aesthetic Judgement:* The employee has a well developed appreciation of the artistic elements of their role or function and contributes to the final product by interpreting and executing content ideas/concepts in a creative/aesthetic manner.

*Sound Independent Editorial/Creative Judgement:* The employee prepares/presents content of moderate complexity and to a high standard demonstrating a consistently original approach and regular creative involvement in the development and realisation of content ideas. Stories and approaches consistently and reliably meet the brief in terms of content focus, style, target audience etc. The employee has a thorough working knowledge of and can give guidance and direction regarding ABC Editorial Policies, SCOSE, divisional Style guides & legal issues.

*Sound Independent Artistic/Aesthetic Judgement:* The employee has a highly developed appreciation of the artistic elements of their role or function, and exercises independent judgement in interpreting and executing content ideas/concepts in a creative/aesthetic manner.

*Considerable Independent Editorial/Creative Judgement*: The employee prepares/presents content often under difficult circumstances, using a range of complex story-telling techniques and demonstrating a highly original, innovative, sophisticated approach and significant creative involvement on major programs. Stories and approaches consistently meet and often exceed the brief in terms of content focus, style, target audience etc. The employee has a highly developed working knowledge of and is able to give direction and guidance regarding ABC Editorial Policies, SCOSE, divisional style guides & legal issues.

*Considerable Independent Artistic/Aesthetic Judgement:* The employee has a comprehensive appreciation of the artistic elements of their role or function, and exercises versatility, ingenuity & imagination in interpreting and executing content ideas/concepts in a creative/aesthetic manner.

*Substantial Editorial/Creative Responsibility:* The employee exercises substantial editorial/ creative autonomy, discretion, innovation and/or leadership. They make immediate and sound decisions about content under pressure and continually review and ensure adherence to Editorial Policies, SCOSE, divisional style guides, program briefs and standards. They have a major creative involvement in setting the look/style/content agenda for complex/high profile programs having very strong audience appeal.

*High Level Artistic/Aesthetic Responsibility & Leadership:* The employee has an exceptional appreciation of the artistic elements of their role or function, and exercises substantial autonomy, discretion, innovation and leadership in interpreting and executing content ideas/concepts in a creative/aesthetic manner on major/complex productions or series.

*High Level Editorial/Creative Leadership:* The employee provides editorial/creative leadership on major/complex/high profile programs or series. They are generally recognised and acknowledged for their highly creative and authoritative qualities and approaches to content making, their distinct story-telling technique or style, their ability to identify and build strong audiences, and their highly creative use of material that effectively realises the potential of the relevant platform/genre.

**C. Work Level Standards Self-Grading**

The appraisal template provides a structure for your self-grading. With reference to the information set out above, you should identify the feature levels attaching to your role and record them in the ‘Work Level Standards Self-Grading Assessment’ section of the appraisal template. You should then do the same for the feature levels attaching to the next highest band level.

you will be entitled to a P rating if you are currently at the top of your band, currently graded at band 6 or below, and are successful in arguing that, during the last performance period, your work demonstrated satisfaction of all the features at the next highest band level.

You will be entitled to an E rating if you demonstrate this but are not currently at the top of your band. You are also entitled to an exceeds rating if you show that you have exceeded *most* (i.e. more than not) or all of the requirements of your current band. This will be most effectively argued by making a case that you have met the requirements of the band above in relation to each of the features.

That being said, if you are working in a role which doesn’t have a particular management/ supervision focus, you are entitled to discount that feature so that it doesn’t hold you back from a more favourable outcome.

Drawing upon the information already recorded in the appraisal template, you should fill out the explanation column to assert that you have been working at a band level higher than that at which your role is graded. The distinctions drawn between the different feature levels are generally quite vague and subjective, but this ambiguity affords you the opportunity to present an account which highlights your individual strengths and particular skills.

This task ultimately comes down to telling the most compelling story that you can, as to how and why you have been performing at a higher band level and persuading the decision maker of this fact.

**Appraisal Meeting**

You should deliver the completed appraisal template to your appraisal manager ahead of your appraisal meeting and invite their feedback ahead of time.

You should then seek to hold to the structure of this document during your appraisal meeting and invite their structured feedback in relation to all the information you have put forward. It will be important to record their responses in case they prove relevant down the line.

You should expect an outcome within one week of your appraisal meeting. If you don’t receive an outcome within this timeframe, you should reach out to your manager and ask them for a timeline. It is important to keep following up if they fail to communicate a decision.

It is important to note that the manager conducting your appraisal meeting generally won’t have authority to sign off on your appraisal outcome.

**Preliminary Outcome and Next Steps**

The next step is identifying your appraisal outcome.

It is possible that your appraisal outcome may not be brought directly to your attention. Outcomes will be posted on the performance tab of the ‘People Workforce Hub’ when they are decided. We only have 14 days from the date of the outcome to bring an appeal, so it is important to monitor this page closely.

If you receive an outcome that you disagree with, you should reach out to your manager and get as much information as possible regarding why they arrived at that decision. You should record their reasons in field at the bottom of the template.

**Bringing an Appeal**

**1. Mandatory discussion with Appraisal Manager**

Before bringing an appeal, you must first discuss your outcome with your appraisal manager. Given the tight deadline, it will be important to satisfy this step as soon as possible.

It is important to note that you will be talking with someone who has authority to change the decision, so looking to persuade your manager is likely to have limited effect. Nonetheless, this discussion provides an opportunity to gather more relevant information. You should press your manager to explain the decision in as much detail as possible and record it in the relevant field of the appraisal template.

**2. Draft Summary Statement**

Drawing upon the information contained in the appraisal template, with specific focus on your manager’s responses, you should draft a final statement summarizing:

* The reasons why your rating, or the details set out in your job plan, were unfair or failed to properly reflect the nature of the work you performed over the last 12 months; and/ or
* The reasons why your preliminary rating was unfair or failed to take into account relevant factors

**3. Referees**

To further strengthen your appeal, the EA affords you the opportunity to present supporting statements from up to two referees. If you have a particularly supportive manager, they may be a worthwhile choice, but generally you should try and seek the support of colleagues working within your team. If you are aware of someone else in your team who is performing the same role and graded at a higher level, they would make an excellent candidate.

**4. MEAA Staff Review**

Once completed, you should review these documents to confirm their accuracy and coherence. You should also ensure that all the red example/ note text has been removed. You should then send your:

* Completed appraisal template;
* Draft summary statement; and
* Referee statements (optional)
* Job Plan

to [members@meaa.org](mailto:members@meaa.org) so that we can review them and advise on the best management contact for delivery. Given the tight 14-day appeal deadline, we ask that you do this as soon as possible after receiving your outcome to allow adequate time for us to review and get back to you.

**Common Misrepresentations Used to Deny Progression:**

We have received numerous reports of members being told the following. These reasons on their own do not constitute a sufficient reason for denying progression. If you are told any of the following during/ after your appraisal meeting please contact our member services team straight away so that we can provide further assistance.

1. We don’t need to give you a P rating unless we decide we want to promote you to a different role.
2. P ratings are not intended to reward exceptional performance you have delivered in the past. If you want to be promoted, you need to show that you will be required to continue doing this moving forward.
3. We’d love to do it, but we don’t have the budget.
4. You’re in a craft role, so you can’t move any higher.
5. You don’t manage staff, so you can’t move up a band.

**Further Tips**

In addition to the above, it is important to note the following:

* Often, the manager conducting your appraisal won’t be the ultimate decision maker in the process. They may need to get signoff from someone above them to provide a Meets, Exceeds or Promote rating.
* You should seek to ensure that you record as much information as possible in writing. Your manager’s reflections on your performance will be of relevance to any appeal against the decision that you bring. If you can accurately record their initial statements, this may prevent them from putting a different version of events forward further into the process.
* Similarly, it is important to record any statements made by your manager that don’t directly relate to your performance and its evaluation against the Work Level Standards (e.g. budgetary constraints). Again, this may prove valuable in any appeal that is brought against the initial decision.