### Competency EC1: Technical skills:

<table>
<thead>
<tr>
<th>You are able to...</th>
<th>Your level is...</th>
<th>You get this by...</th>
<th>Evidence might look like...</th>
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</thead>
<tbody>
<tr>
<td>1.1 <strong>An advisor can apply a comprehensive knowledge of research methodology, method, techniques, and application of these appropriately:</strong></td>
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<tr>
<td>1.1.1 An established track record (at least four years plus) in designing, carrying out or managing social research/evaluations, and providing evidence based advice and briefings;</td>
<td>W P E</td>
<td><strong>PGE</strong></td>
<td><strong>WBTE</strong></td>
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<tr>
<td>1.1.2 An established track record of developing and managing research/evaluation projects employing the full range of research methods;</td>
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<td>1.1.3 Has used or actively considered the use of the latest methods in recent projects, as appropriate;</td>
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<td>1.1.4 Supports others on selection of methods and can deal with more complex problems without detailed knowledge of project</td>
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<tr>
<td>1.1.5 Provides an overview of research methods for a wide portfolio of projects, and provides a supervisory/sounding board for team leaders where appropriate</td>
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<td>1.2 <strong>An advisor can identify research/evaluation needs, design and specify research/evaluation scope</strong></td>
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<td>1.2.1 Sets out clear research/evaluation objectives and expected outcomes; defines key delivery objectives for staff / department</td>
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<td>1.2.2 Thinks around a problem; reframes it; questions assumptions, for example, able to reframe a research question to maximise assistance to customer</td>
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<td>1.2.3 Looks beyond immediate issue – identifies trends, areas for further research, evaluation or analysis, links</td>
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<tr>
<td>1.2.4 Shape DFID’s strategic direction at different levels. Proactive in helping policy divisions and directorates identify their information needs and evidence gaps; translates unfocussed requests and ideas into effective research designs</td>
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<td>1.3 <strong>An advisor can analyse and interpret complex information</strong></td>
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<td>1.3.1 Provides and supervises briefing activity based on analytical work</td>
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<tr>
<td>1.3.2 Reports complex and often conflicting research information to senior non-specialists/customers; assists them to isolate key facts, discern trends and draw implications</td>
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<td>1.3.3 Evaluates and integrates research information from a variety of sources to come to logical conclusions</td>
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<td>1.4 <strong>Advisors will be expert in managing and commissioning evaluations:</strong></td>
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<td>1.4.1 Understands and can work within the budgetary requirements at the research/evaluation project level</td>
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<td>1.4.2 Can draw upon extensive experience of research/evaluation procurement, contractor and financial management</td>
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Optional | Mandatory

W = working level; P = practitioner; E = expert.

*PGE = postgraduate education; WBTE = work-based training or experience SDS = self-directed study.

Int= interview; WTE = written test or exercise; Qual = qualification; PDT = published paper, dissertation or thesis; PR = project report; Ev = evidence of successful use of skills; PDR = professional development record or log book (including learning activities and 10% time).
### You are able to...

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<td>1.4.3 Promotes multi-disciplinary working; understands what other analysts and cadres can contribute (for example, economists, statisticians) and how their own (&amp; own team’s) work fits in.</td>
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<tr>
<td>1.4.4 Supports junior colleagues in resolving legal and or ethical issues</td>
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<tr>
<td>1.4.5 Provides an overview knowledge to apply to multiple, or complex, or potentially controversial or high profile projects</td>
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<tr>
<td>1.4.6 Manages quality and product assurance issues on projects, developing quality and product assurance requirements with customers and analysts prior to projects commencing.</td>
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### Competency EC2: Using and promoting social research/evaluations

#### 2.1 Advisers can communicate research/evaluation findings:

- **2.1.1** Draws upon extensive experience of the design, development, commissioning and management of projects and in-house analytical activity to ensure appropriate social research input to policy decisions
- **2.1.2** Ensures the provision of appropriate and timely analysis to support policy making and policy implementation
- **2.1.3** Makes objective and timely decisions based on best available evidence and sound analysis
- **2.1.4** Uses evidence-based arguments, even when under pressure
- **2.1.5** Gets to the heart of an issue; subjects information to a thorough analysis to ensure high quality decisions and recommendations
- **2.1.6** Provides impartial and balanced advice, using sound application of knowledge and expertise; for example, communicates understanding of policy realities, but still represents social research evidence

#### 2.2 Advisers will learn and develop:

- **2.2.1** Is proactive in keeping abreast of new methodological and technical developments, how they might be used within department in different policy contexts, Undertake social exclusion analysis to identify which groups are discriminated against and excluded, and what they are excluded from, implications for access to essential services, poverty reduction, economic growth and political stability, implications for DFID policies, strategies and programmes

#### 2.3 Advisers will be adept at exploiting cross profession working

- **2.3.1** Works in partnership with other analysts and departments to achieve joint customer goals
- **2.3.2** Co-operates and works well with others in the pursuit of social research/evaluation goals
- **2.3.3** Uses the GSR network effectively to actively pursue options for cross cutting research/evaluations

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### Optional | Mandatory

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#### 2.4 Advisors should be championing social research/evaluation:

- **2.4.1** Shapes customers' expectations and needs by educating them about what social research/evaluation can achieve.
- **2.4.2** Is an enthusiastic advocate of social research; can sell an idea or argument.
- **2.4.3** Raises the level of debate by encouraging greater co-operation and communication between researchers/evaluators across the department and further afield; provides links between academic and GSR colleagues.
- **2.4.4** Encourages, coaches and supports others to adopt the latest social research/evaluation methods and data science techniques into their work.

#### 2.5 Advisors should understand the policy context:

- **2.5.1** Identifies gaps in the social research evidence base that relates to key policy objectives and suggests methodologically robust ways to fill them.
- **2.5.2** Takes considered risks and assesses and manages the risks; is not deterred by incomplete or inconclusive data.
- **2.5.3** Takes the lead on a number of ‘technical’ matters within the wider GSR/analytical community, for example, this could be methodological or evidence base.

#### TOTAL CREDITS

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**Definition of working, practitioner and expert levels:**

- **W = working level:** You have a working knowledge and practical experience of this competency. You are self-sufficient at applying this within a restricted number of areas, or under supervision in more complex areas.
- **P = practitioner:** You have detailed knowledge and significant experience of this competency. You can apply and advise on more complicated or difficult issues in relation to this area. You are able to assess, determine and adopt a flexible approach. You actively share lessons learned.
- **E = expert:** You have expert knowledge and experience in this area. You are known as an expert, acknowledged by others across government and partners. You apply this competency to complex issues. You use your knowledge and experience to review/change practice by using a wide range of tools.

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**Optional** | **Mandatory**

- **WPE** = postgraduate education; **WBTE** = work-based training or experience; **SDS** = self-directed study.
- **Int** = interview; **WTE** = written test or exercise; **Qual** = qualification; **PDT** = published paper, dissertation or thesis; **PR** = project report; **Ev** = evidence of successful use of skills; **PDR** = professional development record or log book (including learning activities and 10% time).
## Summary of skills required by grade – for more information please refer to the [GSR competency framework](#)

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<th>Technical competency: Technical skills</th>
<th>Technical competency: Using and promoting social research/evaluations</th>
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| A2L   | • Demonstrates a thorough knowledge of research/evaluation methodology, method, and the latest techniques, including main quantitative, qualitative and evaluation methods (at e.g. post graduate level) with at least two years of applied experience. Is up to date with methodological developments.  
  • Holds a track record of designing medium scale or more complex projects, applying best practice guidance, identifying new areas for work, translating policy requirements into robust specifications that will meet customer needs  
  • Is able to accurately evaluate competing data sources and identify salient points and trends to draw sound, logical inferences  
  • Has experience of managing research/evaluation projects of significant scale, working with other analysts and ensuring relevant legal, ethical, procurement, and quality assurance practice followed, ensuring quality of results and methodological rigour  
  • Communicates analysis of complex information clearly, helping others make good use of social research/evaluation evidence, even where this is not perfect  
  • Stimulates interest in social research/evaluation and contributes effectively to internal and external research projects  
  • Understands policy context and timescales, explaining different angles critically and analytically, works with other analysts to best meet customer needs | |
| A2    | • Holds an established track record (at least four years) in designing, carrying out and managing social research/evaluations, and providing research based advice and briefings  
  • Applies understanding of customer needs and ability to see bigger picture to identify research/evaluation needs and evidence gaps and to deliver effective research/evaluation designs to meet these needs  
  • Evaluates and integrates research information from a variety of sources, coming to logical conclusions and communicating this effectively to senior non-specialists, assisting them to take on key findings and implications  
  • Has strong research/evaluation commissioning and management experience and ability to develop research coordination strategy, understanding contribution of other analytical professions  
  • Is able to communicate understanding of policy realities while clearly and accurately presenting social research/evaluation evidence, ensuring appropriate social research input to policy decisions  
  • Works in partnership with other analysts within and outside government, and across departments to achieve high quality, robust and relevant input  
  • Is an advocate for social research/evaluation, educates others about social research/evaluation, and so shapes customer expectations and needs  
  • Keeps abreast of new methodological developments, how they might be used within departments and in different policy contexts | |

Optional | Mandatory

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| A1 | • Applies knowledge to high profile and complex projects, providing a supervisory / sounding board for team leaders where appropriate  
• Improves identification of research/evaluation need and ability of research/evaluation work to meet this through effective challenge and promotion of innovative methods and techniques  
• Actively explores different perspectives when evaluating data; consults widely to inform this process  
• Makes use of an established track record in research/evaluation formulation at the overall programme level | • Makes timely and objective decisions, based on best available evidence and sound analysis and helps others to draw sound inferences from information  
• Encourages staff to consider new and innovative methods in social research and evaluation  
• Advocates use of social research/evaluation at the strategic level, developing research/evaluation strategies, actively exploring and identifying shared interests  
• Ensures programmes of work are closely aligned with customers’ strategic objectives |

Optional | Mandatory |

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