



# Rights@Work

Information for CPSU Members about the Victorian Public Service Agreement

## VALUE RANGE PROGRESSION

*"The Parties acknowledge that within Grades 1 to 4 the progression criteria will not be as onerous as those which will be required for Grades 5 to Senior Technical Specialist.*

*Whilst Grades 3 and 4 are clearly seen as transition points to higher levels of management within the structure and carry additional responsibility, this does not mean work at all lower levels will not be important and demanding.*

*However, it is expected that in setting agreed progression criteria the overwhelming majority of persons will achieve the objectives and should move through the salary points.*

*This is to be contrasted with persons in Grades 5 to Senior Technical Specialist. In these Grades agreed objectives will include measures of excellence and skill acquisition commensurate with the high level of responsibility.*

*It is expected that progression at these levels will be both more challenging and difficult to achieve. "*

### **Progression Steps and Amounts**

Within each Value Range of Grades 1 to 4 there are progression steps (expressed as salary points) as detailed in the table at Schedule B.

Within Grades 5 to the Senior Technical Specialist Grade there are standard progression amounts as detailed in the table at Schedule B. The progression amounts are expressed in terms of dollars and are common to all Employees within a given Grade/Value Range.

Progression steps or amounts within Value Ranges are not points of defined work value. Progression within the new salary structure will not be automatic, consistent with wage fixing principles.

Progression between progression steps or amounts will occur when an Employee is assessed at his or her annual performance review as "meeting the progression criteria".

### **Progression Cycle and Review**

The progression cycle is 12 months (1 July to 30 June).

The "progression criteria" are to be agreed with each Employee at the start of the progression cycle or upon commencement in a role and can be adjusted by agreement during the progression cycle.

The progression criteria for an individual are to be identified using a combination of the performance standards appropriate for the applicable Grade and Value Range as outlined in clause 21.3 (Performance Standards).

Visit [www.cpsu.org](http://www.cpsu.org) to view/download the full Victorian Public Service Agreement

One Service – One Agreement

All Employees can expect continuous feedback about their performance throughout the progression cycle with their supervisor or manager.

A performance review is undertaken at the end of each progression cycle. Performance against the progression criteria is assessed at that time.

Access to progression will not be available if an Employee has been in his or her role for less than three months at the time the performance review is undertaken.

### **Performance Standards**

The performance standards detailed below must be weighted and combined, appropriate to the role, to make up an individual's "progression criteria".

Where "skills acquired" is a performance standard, management should facilitate the individual's ability to undertake appropriate learning and development.

No disadvantage will accrue to Employees where learning and development opportunities are not available. Where appropriate, the framework for learning and development plans can be discussed with the Joint Training, Learning and Development Committee.

The committee will comprise up to five nominees of Agencies and up to a similar number of nominees from the CPSU.

#### **Performance standards for Grades 1 to 2:**

- skills acquired through learning and development, skills applied;
- professionalism;
- effectively carry out the requirements of the role; and
- recognised experience and efficiency acquired through the job.

#### **Performance standards for Grade 3:**

- learning and development, skills applied;
- professionalism;
- display responsibility in the role; and
- recognised experience and efficiency acquired through the job.

#### **Performance standards for Grades 4 to Senior Technical Specialist:**

- learning and development;
- achieving the performance targets; and
- leadership and/or management professionalism. (Leadership will reflect high professional standards for operational or technical staff who do not exercise discrete management functions.)

The Parties acknowledge that within Grades 1 to 4 the progression criteria will not be as onerous as those which will be required for Grades 5 to Senior Technical Specialist. Whilst Grades 3 and 4 are clearly seen as transition points to higher levels of management within the structure and carry additional responsibility, this does not mean work at all lower levels will not be important and demanding. However, it is expected that in setting agreed progression criteria the overwhelming majority of persons will achieve the objectives and should move through the salary points. This is to be contrasted with persons in Grades 5 to Senior Technical Specialist. In these Grades agreed objectives will include measures of excellence and skill acquisition commensurate with the high level of responsibility. It is expected that progression at these levels will be both more challenging and difficult to achieve.

Central to the progression will be the need for managers and staff to identify what should, and can, be delivered to warrant progression through a combination of capacity, productivity, performance and professionalism. This interaction between managers and staff gives authority and integrity to the structure and its sustainability in the long term.

Any dispute concerning the Parties' obligations under this clause shall be dealt with in accordance with clause 10 (Disputes and Grievances) of the Victorian Public Service Agreement.

Visit [www.cpsuVIC.org](http://www.cpsuVIC.org) to view/download the full Victorian Public Service Agreement