

HERA 14 Elements Guidance Notes

INTRODUCTION:

Activities	Representative examples may include
1 Communication	
<p>Covers communication through written, electronic or visual means and oral communication, in both informal and formal situations. This may include the need to convey basic factual information clearly and accurately; conveying information in the most appropriate format; and explaining complex or detailed specialist information.</p>	<p>Oral Evidence of giving or receiving information by speaking or listening e.g. giving directions to students to help them find their way around the institution, telephone enquiries, giving presentations, attending or chairing meetings.</p> <ul style="list-style-type: none"> • Who do you talk to as part of the role? • What type of information is explained? • How often do you give out this type of information? • Is the information straightforward, needs careful explanation or complex, technical or specialist?
	<p>Written and Electronic Examples might include responding to requests for information from the public, drafting internal letters, writing minutes of meetings or writing a paper for publication.</p> <ul style="list-style-type: none"> • Who do you write to? • How often do you give out this type of information? • What do you write about? • Is the information straightforward, needs careful explanation or complex/specialist?
2 Teamwork and Motivation	
<p>Covers team work and team leadership when working in both internal and external teams. This may include the need to contribute as an active member of the team; motivating others in the team; and providing leadership and direction for the team.</p>	<p>This is about working in a team (i.e. a number of people who work together to achieve a common purpose) and includes both internal and external teams and teams that are fixed or change (departmental, research, course development or project teams or those involving students or people from outside the institution).</p> <ul style="list-style-type: none"> • What teams are you a part of? • What is your role in that team? • Who motivates team members? • Who decides what the team goals are and the vision for the team?

3 Liaison and Networking	
Covers liaising with others both within and outside the institution and creating networks of useful contacts. This may include passing on information promptly to colleagues; ensuring mutual exchange of information; influencing developments through one's contacts; and building an external reputation.	<p>This describes liaising and networking with others outside the work team. It is essential to focus on the requirements of the role not what the role holder may elect to do. Liaison is making one-off contacts for work related reasons. A network is an interconnecting group of people who exchange information, contact and experience on a recurrent basis for professional purposes connected with the role.</p> <ul style="list-style-type: none"> • Who do you liaise with and why? • How often does it happen? • What networks do you belong to? • What is your role in that network? • Do you initiate or build new networks? • How often do you liaise with these networks? • What type of information do you pass on or receive?
4 Service Delivery	
Covers the provision of help and assistance to a high standard of service to students, visitors, members of staff and other users of the institution. This may include reacting to requests for information or advice; actively offering or promoting the services of the institution to others; and setting the overall standards of service offered.	<p>The term customer is used in the broadest sense to include anyone who consumes or benefits from the service provided by role holders and includes other members of staff as well as students, visitors and clients.</p> <ul style="list-style-type: none"> • What service do you provide and to whom? • Is the contact or service initiated by the customer or by you? • Do you have to tailor the service to meet the customer's needs? (For example agreeing a conference programme or research contract). • Who sets the overall standards for service and decides which service will be offered?
5 Decision Making Processes and Outcomes	
Covers the impact of decisions within the institution and externally. This may include decisions which impact on one's own work or team; decisions which impact across the institution; and decisions which could have significant impact in the longer term within or outside the institution.	<p>Decisions include those made by the role holder alone, in conjunction with others and the provision of advice to others to aid their decision making.</p> <ul style="list-style-type: none"> • How are decisions made and who makes them? • What decisions do you make? • Are you involved in any joint collaborative decisions? • What decisions made by others have you contributed to? • What is the impact of your decisions? • How often do you make decisions?

6 Planning and Organising Resources	
Covers organising, prioritising and planning time and resources, be they human, physical or financial . This may include planning and organising one's own work; planning work for others on day to day tasks, managing projects; carrying out operational planning; and planning for coming years.	<p>The size or value of the resources should not over-ride the importance of the skills required for planning and organising their effective use.</p> <ul style="list-style-type: none"> • What do you have to plan and organise? • What resources are involved (e.g. people, equipment, money (budgets etc.)?) • Who else is involved in creating or working on the plan? • Do you organise the work or resources of others? • What are the timescales of your plans? • How is progress monitored
7 Initiative and Problem Solving	
Covers identifying or developing options and selecting solutions to problems which occur in the role. This may include using initiative to select from available options; resolving problems where an immediate solution may not be apparent; dealing with complex problems; and anticipating problems which could have major repercussions	<p>Activities that are connected with analytical or theoretical research should not be included here.</p> <ul style="list-style-type: none"> • Could you give some examples of typical problems? • How often do these types of problems occur? • What do you do about them? • What options do you have to consider and how do you select the right course of action? • Do you have to generate new or innovative approaches?
8 Analysis and Research	
Covers investigating issues, analysing information and carrying out research. This may include following standard procedures to gather and analyse data; identifying and designing appropriate methods of research; collating and analysing a range of data from different sources; and establishing new methods or models for research, setting the context for research.	<p>The activities to be included here are those requiring the application of analytical skills and the use of research methods. Responsibility for identifying areas in need of investigation are also covered here.</p> <ul style="list-style-type: none"> • What research or analysis do you carry out? • What type of data do you collect? • How do you analyse this data? • How do you decide which method or approach to use? • Who decides that the investigation is necessary or needed?
9 Sensory and Physical Demands	
Covers the sensory and physical aspects of the role required to complete tasks. This may include physical effort, co-ordination and dexterity, using aural evidence to assess next actions; applying skilled techniques and co-ordinating sensory information; and high levels of dexterity where precision or accuracy is essential	<p>Information about the learning required and to attain skills and uses the senses should be considered.</p> <ul style="list-style-type: none"> • Do you use any tools or equipment? • Are you required to lift, carry or handle large or heavy objects? • Do you have to work in cramped, confined or difficult spaces or awkward positions? • Is special training required?

10 Work Environment	
Covers the impact the working environment has on the individual and their ability to respond to and control that environment safely. This may include such things as the temperature, noise or fumes, the work position and working in an outdoor environment.	<p>Working in difficult or dangerous conditions is secondary to the requirement to take action to assess risk and manage hazards.</p> <ul style="list-style-type: none"> • What type of environment do you work in? • Do you take any special measures to reduce the risk or control the environment before working there? • Do you make use of any safety equipment or special clothing? • Who is responsible for the health and safety of people working there and decides that it's safe to work? • How are these assessments made?
11 Pastoral Care and Welfare	
Covers the welfare and well being of students and staff within the institution, in both informal and formal situations. This may include the need to be aware of the support services available; giving supportive advice and guidance; and counselling others on specific issues.	<p>The role holder should be required to provide pastoral care and welfare. These activities are not those undertaken or avoided by choice.</p> <ul style="list-style-type: none"> • Do you have to deal with situations where sensitivity may be required? • What are the issues that you have to deal with? • How often does this occur? • Are you able to deal with these situations or do you refer the person to anyone else for help? • Have you received any training in this aspect of the role? • Is there any guidance material to help?
12 Team Development	
Covers the development of the skills and knowledge of others in the work team. This may include the induction of new colleagues; coaching and appraising any individuals who are supervised, mentored or managed by the role holder; and giving guidance or advice to one's peers or supervisor on specific aspects of work.	<p>These activities are required to be carried out by the role holder within the team identified above.</p> <ul style="list-style-type: none"> • Do you partake in any activity where you have to instruct, coach or guide others? • How often do you have to do this? • Who identifies the training needs of the team members and decides whether any one individual should receive training or development? • How does the role holder assess whether learning has occurred?

13 Teaching and Learning Support	
<p>Covers the development of the skills and knowledge of students and others who are not part of the work team. This may include providing instruction to students or others when they are first using a particular service or working in a particular area; carrying out standard training; and the assessment and teaching of students.</p>	<p>Any activity aimed at supporting the learning of others outside the team identified above is included here.</p> <ul style="list-style-type: none"> • Do you provide training and instruction for staff and/or students outside your work team? • Who decides the content of the activity • How often do you carry it out? • Who does the role holder teach, develop or provide with academic support? • Who designs and develops the course content? • Who else within the institution is involved in teaching, training or learning support in the area? • Who decides on how the content is to be delivered? • How is the effectiveness of the teaching, training or support assessed?
14 Knowledge and Experience	
<p>Covers the relevant knowledge needed to carry out the role, however acquired, whether this is technical, professional or specialist. This may include the need for sufficient experience to carry out basic, day to day responsibilities; the need for a breadth or depth of experience to act as a point of reference for others; and the need to act as a leading authority in one's field or discipline.</p>	<p>For guidance consider the minimum level of knowledge and experience of a new person in the role.</p> <ul style="list-style-type: none"> • What knowledge and experience, however gained, is needed to carry out the role holders basic day to day responsibilities? • How do you apply the knowledge and experience? • How long did it take you to obtain the required knowledge and experience? • How often do you have to up-date that knowledge and experience? • Who routinely goes to you for advice or guidance? • What level of knowledge and experience would be required of a replacement, were you to leave the role?