

## **What is a Regrade?**

We understand that jobs can evolve over time owing to factors such as the impact of technology, changing organisation structures and staff turnover. Where a line manager, or individual role holder has identified that a role may have altered/developed on a permanent basis since its previous HERA grading, an application can be made for the role to be considered and evaluated as a regrade.

Posts will not be evaluated within a 2 year period of the previous grading unless currently vacant.

The process relating to this is fully detailed in the **HERA Regrade Policy**. You are encouraged to talk through any possible regrade submissions with your Business Partner for support and considerations that there may be implications on other roles within the department.

An up to date Organisation chart will be required.

## **Considerations needed**

- Unconscious Bias
- Transparency - Equality of opportunity
- Whilst individual jobholders can also shape jobs, grading review can only focus on the requirements of the job and not the performance of the individual jobholder
- Staff and managers should be aware that, even where a HERA score changes, this does not necessarily mean that the score will cross a points boundary into the next grade.
- Similarly not all HERA elements need to have been amended/developed for a successful regrade scoring.

## **When is a change not a Regrade?**

- When the request is part of a larger department/area restructure regrades will not be treated in isolation.
- When more than 50% of the substantive post scoring will be changed
- When changes are to acquire new skills
- Changes to the role are only for a time limiting period – an [allowance](#) may be deemed appropriate or consideration to award a [Recognition Award](#).
- When the applicant requires the role duties to now be considered the same as an existing higher graded role within the university (internal benchmarking\*)
- HERA does not measure changes in volume or demand of work. Therefore, ‘more of the same’ work will not impact upon an increased HERA grade.

## ***When is a restructure and advertisement of the role more appropriate***

When fundamental changes to the responsibilities, accountability and duties of the role are being made i.e.;

- New line management responsibilities
- Duties require new/increased knowledge and experience to perform the role
- Duties of the substantive role JD are no longer required and the role is redundant or there is a clear diminishing of the requirement of the role.
- When 50% or more of the current duties have been adjusted/removed

- When existing Acting up or Additional Responsibilities are converted into the newly required role and the substantive post is redundant
- Role evolving from an S grade (clerical/administrative) to a H grade (specialist/management)

### **How do we evaluate Regrade applications**

We use [HERA](#) to evaluate the work required within a role, to ensure our commitment to pay equivalent salary for equivalent work.

HERA is made up of 14 elements with different weightings that reflect the values of higher education and the aspects of roles seen as the most important. Each element has a series of questions that draw out evidence of what is required by role holders.

For Regrade applications, only the evidence to support the changes within the role will be considered, no benchmarking considerations to existing roles will be made\*.

### **Grading Panel Membership**

Consideration of all re-grading applications will be by means of evaluation and assessment by an appropriately constituted panel. Panel members will be trained in using HERA, and will be made up from at least 3 of the below;

- HR Reward Manager - for overview and moderation
- Reward team administrator
- HR Business Partner for the area
- Supporting AHR/HR Business Partner (if availability permits)
- Union Representative
- A trained Professional Services Manager

### [HERA 14 Elements Guidance notes](#)

<b>HERA Elements</b>
Communication Teamwork
Teamwork and motivation
Liaison and networking
Service delivery
Decision making processes and outcomes
Planning and organising resources
Initiative and problem solving
Analysis and research
Sensory and physical demands
Work environment
Pastoral care and welfare
Team development
Teaching and learning support
Knowledge and experience

\* Jobs that may look the same on the surface may be quite different in ways that are not always immediately obvious. Sometimes it may be one quite specific task or responsibility that distinguishes between two roles in different grades that are otherwise reasonably similar. Staff are therefore discouraged to compare roles across departments and should not assume that they are identical or the same grade.