The University of Manchester

Higher Education Role Analysis (HERA)

Role Profile Statements
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Introduction

These explanatory notes accompany the profile produced for your role. The profile takes the form of a spreadsheet depicting the required competencies that are essential to carry out the role effectively. These are shown as an alpha character for each of the 14 elements and 50 statements appropriate to the role.

The 14 elements are:

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Element 1  ORAL AND WRITTEN COMMUNICATION  (Statements 1 - 6)

This element covers all types of both oral and written communication that are essential for the role. The role holder is required to receive, understand and convey information. This is a two-way process and includes listening and reading as well as speaking and writing.

There are three levels for both Oral and Written Communication and the statements are generated to reflect this. Each statement represents an increasingly complex level of communication and is scored separately. The required frequency of each level of communication is denoted as the letter A (frequently i.e. on a daily, weekly or ongoing basis) or B (occasionally i.e. less often or on an ad hoc basis).

(Statements 1-3 relate to Oral Communication and statements 4 - 6 relate to Written Communication)

The statements are:

1 & 4 A:
Frequently receives, understands and conveys straightforward information in a clear and accurate manner

1 & 4 B:
Occasionally receives, understands and conveys straightforward information in a clear and accurate manner

2 & 5 A:
Frequently receives, understands and conveys information which needs careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey information to others

2 & 5 B:
Occasionally receives, understands and conveys information which needs careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey information to others

3 & 6 A:
Frequently receives, understands and conveys complex conceptual ideas or complex information which may be highly detailed, technical or specialist

3 & 6 B:
Occasionally receives, understands and conveys complex conceptual ideas or complex information which may be highly detailed, technical or specialist

The letter C is used where the level of communication is not a requirement of the role.
Element 2  TEAMWORK AND MOTIVATION (Statements 7-11)

This element covers the contribution the role holder makes to their team and their level of responsibility within the team. Here the word “team” is used to mean a number of people (i.e. two or more) who work together to achieve a common purpose. Leaderless teams and work or project groups that are drawn together to do a specific job or to achieve a specified outcome are also included here. Role holders may work in several teams at the same time.

The statements are:

7: Participates in and delivers their contribution to a team

8: Is supportive and encouraging of others in a team; helps to build cooperation by setting an example and showing a flexible approach to delivering team results; contributes to building team morale as an active participant in the team

9: Clarifies the requirements; agrees clear task objectives; organises and delegates work fairly according to individual abilities; helps the team focus their efforts on the task in hand and motivates individual team members

10: Forms and communicates a clear vision of what is to be achieved overall by a team; encourages individuals to contribute to this common goal to the best of their ability; creates a sense of unity and common purpose

11: Understands and manages the inter-relationship between different teams and their impact on the overall aims of the institution; helps to break down barriers between teams; builds beneficial working relationships across the teams

The level of demand increases with each statement. One of the statements is chosen to represent the main focus of the role. This is represented by the letter A.

If the role holder has any responsibilities or carries out any activities at levels higher than the one chosen as the main focus, credit is given by the use of the letter B or C as follows.

B: Where the role holder has significant responsibilities or frequently carries out activities at the level stated.

C: Where the role holder has more limited responsibilities or occasionally carries out activities at the level stated.

The levels before the main focus (A) are deemed to be implicit and are represented by the letter D.

The letter D is used after the main focus (A) when the levels are not a requirement of the role.
Element 3   LIAISON AND NETWORKING (Statements 12-15)

This element explores liaison and networking carried out for the benefit of the institution where this is a requirement of the role and not merely what the role holder elects to do.

Liaison here is defined as making one-off contacts for a work related reason with people outside the main work team.

A network here is defined as "an interconnecting group of people, possibly from different work teams or organisations, who exchange information, contacts and experience on a recurrent basis for professional purposes connected with the role". Please note a network is not the same as a team.

Examples of internal networks might include membership of defined cross-institution groups such as admissions tutors, chief technicians, administrators, safety groups or research forums.

Examples of external networks might include membership of defined national or international groups with shared research interests, regional university groups, email forums, user groups or professional bodies.

The statements below reflect whether the role holder:

12: Carries out standard day to day liaison using existing procedures
13: Participates in networks within the institution or externally
14: Initiates, builds or leads internal networks; maintains relationships over time; establishes communication channels for self or others to use
15: Initiates, develops or leads networks which are external to the Institution

And the reason why the role holder is doing this is indicated by the letters as follows:

A: In order to build a reputation; markets the institution; advances the profession or subject; influences external developments; generates benefits for the institution as a whole
B: In order to influence events or decisions; undertakes active collaboration to pursue a shared interest
C: In order to ensure dissemination of information in the right format to the right people at the right time; builds relationships and contacts to facilitate future exchange of information
D: In order to pass on information promptly; keeps people informed to ensure co-ordination of effort and that work is done effectively

The letter E is used where the level is not a requirement of the role.
Element 4  SERVICE DELIVERY (Statements 16-18)

This element covers the service provided by the role holder to their internal and/or external customers such as students, potential students, staff and members of the public, industrial and commercial clients, conference participants, job applicants and other people who deal with the institution.

The statements are:

16: Deals with internal or external contacts that ask for service or require information; creates a positive image of the institution by being responsive and prompt in responding to requests and referring the user to the right person if necessary. Contact is usually initiated by the customer and typically involves routine tasks with set standards or procedures.

17: Deals with internal or external contacts where the service is usually initiated by the role holder, working within the institution's overall procedures or policies; AND/OR understands and explores customer's needs; adapts the service accordingly to ensure the usefulness or appropriateness and quality of service (content, time, accuracy, level of information, cost).

18: Sets the overall standards for service across a function or area of the institution; monitors service levels; pre-empts changes in customers needs and anticipates future requirements; maintains overall quality balancing different demands; ensures others have the support they need to provide quality service and fulfil their role.

The level of demand expected of the role holder increases with each statement. One of the statements is chosen to represent the main focus of the role. This is represented by the letter A.

If the role holder has any responsibilities or carries out any activities at levels higher than the one chosen as the main focus, credit is given by the use of the letter B or C as follows:

B: Where the role holder has significant responsibilities or frequently carries out activities at the level stated.

C: Where the role holder has more limited responsibilities or occasionally carries out activities at the level stated.

The levels before the main focus (A) are deemed to be implicit and are represented by the letter D.

The letter D is used after the main focus (A) when the levels are not a requirement of the role.
Element 5  DECISION MAKING PROCESSES AND OUTCOMES (Statements19 - 21)

This element reflects the different types of decisions that are made as a requirement of the role and the level of impact of those decisions. Types of decisions may include those relating to finance, physical resources, students, staff and policy matters.

The statements are:

19: Takes independent decisions

20: Is party to some collaborative decisions; works with others to reach an optimal conclusion

21: Provides advice or input to contribute to the decisions of others

(Please be aware that not all role holders will be required to participate in each type of decision making)

And the level of the impact of the decision is determined as having a:

A: Major impact

B: Significant impact

C: Moderate impact

D: Minor impact

The letter E is used where the type of decision making is not a requirement of the role.
Element 6  PLANNING AND ORGANISING RESOURCES (Statements 22-26)

This element covers planning and organising resources including financial, capital and people. It includes those roles where the role holders are responsible for organising their own work, that of others and project-related work.

The statements are:

22: Completes tasks to a given plan, with allocated resources

23: Plans, prioritises and organises their own work or resources to achieve agreed objectives

24: Plans, prioritises and organises the work or resources of self and others within own area on a daily, weekly or monthly basis; plans and manages small projects, ensuring the effective use of resources; receives information from and provides information to others to complete their planning; monitors progress against the plan

25: Takes responsibility for the operational planning and organisation of larger projects or an area of work; co-ordinates a number of teams or projects on a monthly, quarterly or annual basis; sets performance standards and establishes monitoring procedures to keep track of progress across these different aspects of work; provides input to longer term planning

26: Carries out planning on a long-term or strategic basis that will affect large parts of the institution and possibly national or international activities. (Planning and organisation at this level would typically cover a period of at least three to five years.)

The level of demand expected of the role holder increases with each statement. One of the statements is chosen to represent the main focus of the role. This is represented by the letter A.

If the role holder has any responsibilities or carries out any activities at levels higher than the one chosen as the main focus, credit is given by the use of the letter B or C as follows:

B: Where the role holder has significant responsibilities or frequently carries out activities at the level stated.

C: Where the role holder has more limited responsibilities or occasionally carries out activities at the level stated.

The levels before the main focus (A) are deemed to be implicit and are represented by the letter D.

The letter D is used after the main focus (A) when the levels are not a requirement of the role.
Element 7  INITIATIVE AND PROBLEM SOLVING (Statements 27-30)

This element covers resolving problems or issues or anticipating them. The role holder may be required to make recommendations or form conclusions regarding a course of action.

The statements are:

27: Solves standard day to day problems as they arise; chooses between a limited number of options which have clear consequences, by following guidelines or referring to what has been done before; recognises when a problem should be referred to others

28: Uses initiative and creativity to resolve problems where the optimal solution may not be immediately apparent but has to be assessed by a process of reasoning, weighing up the pros and cons of different approaches; identifies and assesses practical options; breaks the problem down into component parts

29: Resolves problems where there is a mass of information or diverse, partial and conflicting data, with a range of potential options available; applies creativity to devise varied solutions, approaches the problem from different perspectives

30: Resolves problems where there is a lack of precedent which calls for innovation and creative thought to develop appropriate options; anticipates problems and make projections; initiates solutions which take into account strategic implications for the institution and which do not limit future choices

The level of demand increases with each statement. One of the statements is chosen to represent the main focus of the role. This is represented by the letter A.

If the role holder has any responsibilities or carries out any activities at levels higher than the one chosen as the main focus, credit is given by the use of the letter B or C as follows:

B: Where the role holder has significant responsibilities or frequently carries out activities at the level stated.

C: Where the role holder has more limited responsibilities or occasionally carries out activities at the level stated.

The levels before the main focus (A) are deemed to be implicit and are represented by the letter D.

The letter D is used after the main focus (A) when the levels are not a requirement of the role.
Element 8  ANALYSIS AND RESEARCH (Statements 31-35)

This element includes all aspects of investigation, analysis and research, and is relevant to both academic and non-academic posts, not just those roles engaged in academic research.

The statements are:

31: Establishes the basic facts in situations which require further investigation and inform others if necessary

32: Analyses routine data or information using predetermined procedures and gathering the information from standard sources; works accurately to complete the task precisely as specified

33: Identifies an appropriate existing method of analysis or investigation according to the data and objectives; recognises and interprets trends or patterns in data; identifies or sources additional information which could potentially help the investigation as the analysis progresses

34: Analyses or research complex ideas, concepts or extensive data from different perspectives; works out how best to apply existing methodologies according to the overall context, objectives and expectations; identifies the relationship between complex, interdependent factors

35: Identifies the research question within a specific context; generates original ideas to build on existing concepts; generates new concepts and methodologies; develops new avenues of research

The level of demand increases with each statement. One of the statements is chosen to represent the main focus of the role. This is represented by the letter A.

If the role holder has any responsibilities or carries out any activities at levels higher than the one chosen as the main focus, credit is given by the use of the letter B or C as follows:

B: Where the role holder has significant responsibilities or frequently carries out activities at the level stated.

C: Where the role holder has more limited responsibilities or occasionally carries out activities at the level stated.

The levels before the main focus (A) are deemed to be implicit and are represented by the letter D.

The letter D is used after the main focus (A) when the levels are not a requirement of the role.
Element 9  SENSORY AND PHYSICAL DEMANDS (Statement 36)

This element refers to the use of all senses (sight, smell, hearing, taste and touch) and covers roles requiring the use of specific skills and/or physical effort. Consideration should be given to the co-ordination and application of effort and to the necessary sensory requirements.

The statement selected describes the sensory demands, skill level and physical effort essential to the role. Only one statement is used.

The statements are:

A: Carries out highly specialist or very complex tasks requiring either mastery of a wide range of complex sensory or physical techniques or involving unusually intense physical effort

B: Carries out tasks which require either mastery of a range of sensory or physical techniques, concentration to co-ordinate different senses or precision in applying these sensory skills, or involve considerable physical effort

C: Carries out tasks at a level which would require either learning certain methods or routines or involve moderate physical effort

D: Completes tasks which would require either a minimum of instruction or light, if any, physical effort
Element 10  WORK ENVIRONMENT (Statements 37-39)

This element deals with the need to take responsibility for responding to and dealing with the conditions under which the role holder is normally expected to work. The focus is on taking appropriate action to control or reduce risk in the environment or to ensure that any impact from the environment does not result in harm.

The statements are:

37: Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed

38: Understands how the work environment could impact on their own work or that of colleagues; takes standard actions, within health and safety guidelines where applicable, to adapt to the environment

39: Understands variability in their working environment and its potential negative impact on the work process or health and safety of the individual or colleagues; determines the level of risk and appropriate response

The level of demand increases with each statement. One of the statements is chosen to represent the main focus of the role. This is represented by the letter A.

If the role holder has any responsibilities or carries out any activities at levels higher than the one chosen as the main focus credit is given by the use of the letter B.

The levels before the main focus (A) are deemed to be implicit and are represented by the letter C.

The letter C is used after the main focus (A) when the levels are not a requirement of the role.
Element 11  PASTORAL CARE AND WELFARE (Statements 40-42)

This element covers the care of the physical and mental health and well-being of students, colleagues, staff and others within and external to the institution.

Each statement represents an increasing level of responsibility and is scored separately. There are three levels of Pastoral Care and Welfare and role profile statements are generated to reflect the role holder’s level of involvement.

Each statement may score the letter A or B as appropriate. Where the statement is not a requirement for the role the letter C is used.

The statements are:

40:
A: Shows sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress; initiates appropriate action by involving relevant people; acts as the first point of contact for concerns and problems raised by staff and students

Or

B: Shows sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress; initiates appropriate action by involving relevant people

41:
A: Gives advice on commonly occurring welfare issues or queries; follows standard welfare procedures for the institution; recognises when an individual should be referred elsewhere for professional help; respects confidentiality

Or

B: Has some responsibility for giving advice on commonly occurring welfare issues or queries; follows standard welfare procedures for the institution; recognises when an individual should be referred elsewhere for professional help; respects confidentiality

42:
A: Gives support, guidance or pastoral care where standard procedures do not always exist; maintains confidentiality and builds trust; judges when to listen, when to give advice or guidance and when to refer the individual for professional help; is fully aware of support networks for both themselves and the individual

Or

B: Has some responsibility for giving support, guidance or pastoral care where standard procedures do not always exist; maintains confidentiality and builds trust; judges when to listen, when to give advice or guidance and when to refer the individual for professional help; is fully aware of support networks for both themselves and the individual
Element 12  TEAM DEVELOPMENT (Statements 43-45)

This element covers the delivery and provision of training and development to new and existing members of the team. Training those outside the work team is included under Teaching and Learning Support. (Element 13)

Each statement represents an increasing level of responsibility and is scored separately. There are three levels of Team development and role profile statements are generated to reflect this and to show the role holder’s level of involvement.

Each statement may score A or B as appropriate. Where the statement is not a requirement for the role the letter C is used.

The statements are:

43:
A: Is responsible for advising or guiding new starters working in the same role or unit on standard information or procedures.

Or

B: Participates in guiding new starters working in the same role or unit on standard information or procedures.

44:
A: Is responsible for training or guiding others on specific tasks, issues or activities; gives advice, guidance and feedback on the basis of their own knowledge or experience; delivers training.

Or

B: Participates in training or guiding others on specific tasks, issues or activities; gives advice, guidance and feedback on the basis of their own knowledge or experience; delivers training.

45:
A: Has overarching responsibility for defining performance standards required and authorising training or development activity according to the needs of the individual or group; identifies current capabilities and future needs with appropriate development activity; assesses the application of learning giving feedback and guidance on overall performance.

Or

B: Has some responsibility for ensuring performance standards are monitored; recommending training or development activity according to the needs of the individual or group; identifies current capabilities and future needs with appropriate development activity; assesses the application of learning giving feedback and guidance on overall performance.
Element 13  TEACHING AND LEARNING SUPPORT (Statements 46-49)

This element covers all types of teaching and learning support provided to those outside the role holder’s immediate work team. This includes providing and organising training, facilitating staff development, creating and supporting formal and informal learning and development opportunities, producing and supporting distance learning, providing demonstrations, providing feedback and identifying ways of furthering learning and development, lecturing and mentoring students and others using the institution’s facilities and services.

Please note this element does not relate just to academic roles

Each statement may score A, B, or C as appropriate. Where the statement is not a requirement for the role the letter D is used.

The role holder’s level of input into the development of teaching/training material is reflected using letters, A-C. The type of teaching or training that they are involved in delivering is indicated by statements 46 – 49. It is possible to be involved in more than one type of teaching activity.

The role holder:

A:  Develops innovative approaches to the learning experience and the curriculum; originates content and methodology

B:  Designs content or learning materials within existing frameworks; makes appropriate modifications to existing materials on the basis of the knowledge or experience of the learner(s)

C:  Provides standard information or procedures; delivers teaching or training

In order to:

46: introduce students or others who are new to the area to standard information or procedures

47: teach or train students or others on specific tasks, issues or activities; assesses performance and provides feedback during the event

48: teach, train or facilitate development activities for individuals or groups on certain aspects or subjects within a particular academic discipline or specialism; monitors performance giving feedback and guidance; acts as a catalyst for further development or learning

49: deliver a range of teaching or development activity within a particular academic discipline or specialism, teaching across the breadth or depth of the subject; challenge thinking and foster debate; encourage the development of intellectual reasoning and rigour
Element 14 KNOWLEDGE AND EXPERIENCE (Statement 50)

One statement is selected which describes the knowledge and experience essential for the role.

The statements are:

A: Is a leading authority in their subject or profession with widespread professional or public recognition

B: Is recognised as an authority in their field or specialism within the institution or amongst external peers, based on demonstrated expertise; shapes and influences developments within the institution through their own contribution to their area of expertise

C: Applies a breadth or depth of experience showing full working knowledge and proficiency of their own area of expertise; acts as a point of reference to others; demonstrates continuous specialist development, acquiring and refining skills and expertise in new or related areas through undertaking and encouraging internal or external development activity

D: Applies working knowledge of theory and practice, sharing this knowledge with others as appropriate; demonstrates continuous specialist development by acquiring relevant skills and competencies

E: Has sufficient knowledge or expertise to work on day to day issues in their own area without direct or continuous reference to others

F: Is aware of basic principles and practices; has an understanding of the systems and procedures which directly impact on their own work and is supervised or works closely with colleagues s/he can turn to for support