

## Higher Education Role Analysis (HERA): The Fourteen Elements.

Roles are evaluated against fourteen HERA elements which are:

- **Communication (statements 1- 6).**

Covers oral and written communication including electronic or visual means for example Braille and Bliss Symbols. This may include conveying basic factual information clearly and accurately, conveying information in the most appropriate format and communicating complex or detailed specialist information. Account is taken of the frequency of demand, and levels of complexity and understanding required.

- **Teamwork and Motivation (statements 7-11).**

Covers team work and team leadership when working in both internal and external teams that are fixed or change (such as a project team) and may include contributing as an active member of the team, motivating others in the team and providing leadership and direction for the team.

- **Liaison and Networking (statements 12-15).**

Covers liaising with others both within and outside the University and creating networks of useful contacts (a network is not the same as a team and defined as an interconnecting group of people, possibly from different work teams or organisation(s), who exchange information, contacts and experience on a recurrent basis for professional purposes connected with the role). This may include passing on information promptly to colleagues, ensuring mutual exchange of information, influencing developments through the individual's contacts and building an external reputation.

- **Service Delivery (statements 16 - 18).**

Covers the provision of help and assistance to a high standard of service to students, visitors, members of staff and other users of the University. This may include reacting to requests for information or advice, actively offering, or promoting the services of the institution to others, anticipating need and setting the overall standards of service offered.

- **Decision Making Processes and Outcomes (statements 19 - 21).**

Covers the impact of decisions within the University and externally and falls within three categories (independent, group, provision of information and or advice to contribute to the decision making of others). This may include decisions which impact on the individual's own work or team, decisions which impact across the University and decisions which could have significant impact in the longer term within or outside the University.

- **Planning and Organising Resources (statements 22 - 26).**

Covers planning, prioritising and organising time and resources (human, physical or financial) and may include planning and organising the individual's own work, planning work for others on day to day tasks or on projects, carrying out operational and longer term strategic planning which affects significant parts of the University.

- **Initiative and Problem Solving (statements 27- 30).**

Covers identifying problems and developing solutions to resolve those 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, anticipating and resolving problems which could have major repercussions and those for which there is little precedent.

- **Analysis and Research (statements 31- 35).**

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, also setting the context for research.

- **Sensory and Physical Demands (statement 36).**

Covers the sensory and physical aspects of the role required to complete tasks. This may include the use of physical effort, co-ordination and dexterity and involve 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.

- **Work Environment (statements 37- 39).**

Covers the impact the working environment has on the individual and their ability to respond to and control that environment safely. This will include internal or external environments where conditions may change and may include factors such as high temperature, excessive noise or fumes, exposure to harmful substances, limited light conditions, uncontrolled living organisms. Regard is also given to levels of Health and Safety responsibilities in the role.

- **Pastoral Care and Welfare (statements 40 - 42).**

Covers the physical and mental welfare and wellbeing of students, staff and others (such as patients or children) in both informal and formal situations within the context of the requirements of the role. This may include being aware of support services available and being responsible for providing supportive advice and guidance on specific issues.

- **Team Development (statements 43 - 45).**

Covers the development of the skills and knowledge of others in the work team. This may include inducting new colleagues, coaching and appraising any individuals who are supervised, mentored or managed on specific aspects of work and conducting and completing Performance and Development reviews.

- **Teaching and Learning Support (statement 46 – 49).**

Covers the development of 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 to varying levels.

- **Knowledge and Experience (statement 50).**

Covers the relevant knowledge needed to carry out the role, however acquired, whether this is technical, professional or specialist. This may include the need to have sufficient experience to carry out basic, day to day responsibilities, have a breadth or depth of experience to act as a point of reference for others and to act as a leading authority in one's field or discipline.

For further information please refer to:

<http://documents.manchester.ac.uk/display.aspx?DocID=9647>