



Guidance Notes for the Completion of the Re-grading Application Form

These guidance notes are to be used in conjunction with the Re-grading Application Form and Re-grading Policy and Procedure to help you to provide the necessary information and evidence under each of the relevant HERA elements as part of your re-grading application.

Tips for completing the form:

- ❖ These notes are intended as a guide and to assist you in completing your application form. Under each element is a series of prompt questions for you to consider, however the list of questions is not exhaustive nor are you expected to provide answers for each one; only those relevant to your role.
- ❖ Only include information relating to the **additional** and **ongoing** duties and responsibilities that are now **required** of your role.
- ❖ Include the strongest examples; ensure that these are clear and address the criteria.
- ❖ Avoid repetition of examples where possible.
- ❖ You **do not** need to complete every section of the form, only those where there are additional and ongoing duties and responsibilities.
- ❖ Avoid copying and pasting sections of your job description in to the form; remember your job description will be submitted with your re-grading application.
- ❖ Remember that the Role Analyst and People and OD Partner are unlikely to have close knowledge of your role so make sure you provide enough detail to enable them to clearly understand how your role has changed.
- ❖ You can request a copy of your current HERA role profile from the Job Evaluation, Reward and Benefits Team to enable you to focus your application. However, please don't attempt to use the HERA scoring system to assess the elements yourself. The trained Role Analyst will assess all of the evidence and re-score your profile if applicable.
- ❖ If you are unsure which HERA elements to include your evidence under then please use the element that feels most suited, or include it in the 'Other Significant Activities' section at the end of the form. The Role Analyst will ensure that evidence is scored under the applicable element even if it is recorded elsewhere.
- ❖ If you have any questions or need further guidance on completing the Re-grading Application Form please contact the [Job Evaluation, Reward and Benefits Team](#) or your [People and OD Partner](#).

Summary

In this section you should provide a summary of how your role has changed, including an overview of the additional duties and responsibilities that are now required of your role.

1. Communication

This covers a wide range of **oral** and **written** communication. Communication is assessed by measuring its **complexity** as well as its **frequency** and the level of demand required to convey the information.

For both **oral** and **written** communication you should consider:

- Who do you communicate with as part of your role?
- What type of information is exchanged?
- What complex, technical, specialist or conceptual language do you use to convey information?
- How many times per day / week / month / year do you do this?

2. Teamwork and Motivation

This covers teamwork and team leadership within both internal and external, permanent and temporary teams. This may include contributing as an active member of the team, motivating, supervising or line managing others in the team, and providing leadership and direction for the team. A team is defined as two or more people who work together to achieve a common purpose.

Consider the following questions when completing this section:

- What teams do you belong to?
- What is the size of each team and how do they fit within the larger organisational structure?
- What is the function of each team?
- What is your role within, and contribution to, each of the teams?
- How many staff do you supervise or formally line manage?
- In what way do you contribute to setting the direction of the work of the team?
- Which management / leadership teams are you a member of? What contribution do you make?
- How do you contribute towards the management of cross-functional teams?

3. Liaison and Networking

This covers liaison and networking carried out for the benefit of the Institution where this is a **requirement** of the role and not merely what you elect to do.

Liaison is defined as making contacts for a work related reason with individuals outside the main work team.

A **network** 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'. A network is usually a named group, with a defined membership and clear remit, and it may have formal terms of reference. A network is not the same as a team.

Liaison

- Who do you liaise with?
- What is the purpose of this liaison?

Networking

When completing the sections related to networks, please ensure you have read the definition of a network above. **Internal networks** (within the University) might include cross-institution groups such as the Athena SWAN University Network or the Teaching and Learning Administrators Network. **External networks** might include professional bodies, national or international bodies with a shared research interest, or regional university groups. Examples include the National Telecommunications Network and the North West Academic Libraries (NoWAL) Group.

This section covers membership of networks as well as initiating, building or leading networks both within and external to the University. When completing this section you should specify what internal or external networks you belong to and / or lead and provide the following information:

- What is the name of the network?
- What is the purpose of the network?
- What is your contribution to / role within the network?
- What is the wider membership of these networks i.e. what kinds of roles do other members undertake?
- What is the level and frequency of interaction between members?

4. Service Delivery

This covers the provision of help and assistance to customers (staff, students, visitors, and other users of the University). This may include: reacting to requests for information or advice; actively offering or promoting the services you provide to others; adapting the service to suit the requirements of the customer; monitoring and evaluating the service; and setting, or contributing to setting, the overall standards of service offered.

Please consider:

- What service do you provide and to whom?
- Do you actively offer the service or does the customer come to you?
- How do you adapt the service for customers?
- What input do you have in to deciding what services will be offered?
- How do you monitor customer satisfaction?
- How do you market and promote the service or the Institution?
- What contribution do you make to determining service standards (e.g. SLAs, KPIs)?

5. Decision Making Processes and Outcomes

This covers the requirement for decision making and the level of **impact** and **accountability** of these decisions. Three types of decision are assessed:

- Independent: making decisions without reference to others.
- Group: being party to some collaborative decisions. Working with others to reach an optimum conclusion.
- Advice: contributing to the decision making of others.

For each type of decision you should consider:

- What decisions do you make?
- Who does the decision affect?
- What is the impact of the decision?
- How long does the effect of the decision last?

6. Planning and Organising Resources

This covers organising, prioritising and planning time and resources, be they human, physical or financial. This may include planning and organising your own work, planning work for others on day to day tasks or projects, having responsibility for budgets and / or resources, and carrying out operational or strategic planning both on a short and / or longer term basis.

- To what extent do you plan your own work?
- What do you plan and organise e.g. diaries, meetings, events, projects?
- Are you responsible for planning the work of others? If so, for how many people and in what capacity?
- What resources are involved e.g. people, equipment, money?
- What time scales are involved and how is progress monitored?
- What contribution do you make towards long-term strategic planning (e.g. 3 - 5 year planning)?

7. Initiative and Problem Solving

This covers the identification of issues and devising solutions to problems. This may include following policies and procedures, 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.

- What types of issues or problems do you typically encounter in your role?
- How do you approach and resolve these issues or problems?
- How frequently do you encounter these types of problems or issues?

8. Analysis and Research

Please note this section relates to the work of all staff and not only those involved in academic research.

This covers collecting data and information, collating and presenting data or information for others to analyse, investigating issues, analysing data or information, and carrying out research.

When providing evidence, please consider:

- What data or information do you collect?
- Where do you obtain the data or information from?
- How do you record, process and package the data or information?
- Who do you pass the data or information to and how do you ensure it is meaningful to the target audience?
- In what way do you analyse or interpret the data or information?
- In what way is the outcome of the analysis used by others?

9. Sensory and Physical Demands

This covers the sensory and physical aspects of the role. This may include physical effort, coordination and dexterity, applying skilled techniques, and coordinating sensory information.

Please only include examples of the **essential** sensory and physical demands of the role, and consider:

- What tools, equipment, or specialist software / programs do you use; how often and for what duration?
- In what way do you use a combination of senses to carry out work which requires great concentration, speed, precision, accuracy and / or dexterity; how often and for what duration?
- What are the physical demands of your role, how regularly are they required and for what duration?

10. Work Environment

This covers the need to follow health and safety guidelines and any responsibility you have for the health and safety of others, including writing and authorising risk assessments.

Please consider:

- What hazards are present in your work environment?
- What special measures do you have to take in order to reduce risk or control the environment for yourself and / or others?
- What safety equipment or special clothing are you required to use / wear?
- What specific formal health and safety responsibilities are required of your role, both in relation to yourself and / or others?

11. Pastoral Care and Welfare

This covers your contribution to the care of the physical and mental health and wellbeing of staff, students, visitors or others. This may include needing to be aware of the support services available, giving advice and guidance, and counselling others on specific issues.

Only the **requirement** of the role to provide pastoral care and welfare should to be taken into account. Please consider:

- What pastoral care and welfare issues do you deal with, and for whom?
- Are you the first point of contact for staff, students, visitors or others for pastoral care and welfare issues? What does this involve?
- What responsibility do you have for dealing with issues that are covered by existing policies and procedures?
- In what circumstances, if any, would individuals be referred to you for pastoral care or welfare issues?

12. Team Development

This covers the development of the skills and knowledge of other members of your **main** work team (a team is defined as two or more people who work together to achieve a common purpose).

- In what way do you contribute to, or have responsibility for, the induction of **new** members of staff?
- Do you provide any training to new and / or existing team members? If so, is this in a formal or informal capacity, and how often is it provided?
- Do you have responsibility for carrying out Performance & Development Reviews? If so, for how many staff?
- To what extent are you formally able to authorise funding for staff training and development?

13. Teaching and Learning Support

Please note this section relates to the work of all staff and not only those involved in academic teaching.

This covers activity aimed at supporting the learning of staff, students, visitors and others **outside** of your team.

When completing this section, please consider:

- In what way do you introduce staff, students, visitors and others outside of your team to standard information or procedures?
- What type of teaching and learning support do you provide, who to, and what is the mode of delivery?
- How frequently do you deliver teaching and learning activity?
- What input do you have to the design of course content?
- How do you assess learning and performance and how do you provide feedback?
- How do you evaluate the success or otherwise of teaching and how do you act upon these evaluations?

14. Knowledge and Experience

This covers the relevant knowledge and experience required to carry out your role, whether this is technical, professional or specialist.

- What knowledge, experience and / or qualifications are necessary for your role?
- In what way are you required to update your working knowledge and experience?

Other Significant Activities

This space is included for you, or your line manager, to include any other significant activities, duties, or pertinent information that has not been referenced elsewhere. It can also be used if you are unsure under which HERA element to include your evidence.

Verification

Where your line manager and the senior approver agree that the evidence provided represents a true and accurate picture of the additional duties and responsibilities you now undertake they should sign the relevant section of the Re-grading Application Form.

If your line manager and / or the senior approver do not agree that the evidence represents a true and accurate picture of the additional duties and responsibilities you now undertake they should discuss this with you and then complete the relevant section of the Re-grading Application Form (see section 5.4 of the Re-grading Policy and Procedure for more information).

Checklist

- ✓ Original job description
- ✓ Updated job description
- ✓ Structure chart (if available)
- ✓ Completed Re-grading Application Form
- ✓ Supporting evidence (if applicable)
- ✓ Line manager's verification
- ✓ Senior approver's verification
- ➔ Now submit all of the above to your People and Partner