

## **HIGHER EDUCATION ROLE ANALYSIS (HERA)**

### **UEA AGREED GUIDANCE NOTES FOR HERA ANALYSTS**



## 1 Communication

This element covers all types of oral communication. This includes "Signing", hand signals for the hearing and speech impaired. Other kinds of communication for people with disabilities, e.g. Braille and bliss symbols are covered under *Written or Electronic Communication*.

The methods used to communicate with and by people with disabilities should be treated the same as all other forms of communication. The skills of the communication are under consideration, not the language or medium used. For example, when a foreign language is being used, account should be taken of the fluency of both the communicator and the audience when deciding how to score the evidence.

*Receives, understands and conveys* includes listening and two-way communication. Therefore account should be taken of the recipient's level of understanding. Generally communication is a less skilful and demanding process when the communicator and recipient share a similar level of knowledge and understanding of the subject matter. Therefore the audience should be taken into account when deciding whether to score the evidence against Question 2 or 3.

THIS QUESTION MEANS...	TYPICAL / SIGNIFICANT EXAMPLES
<p><b>Oral</b></p> <p>1 describes the basic level. This will probably be required for most roles. However, it is possible that a role holder will not be required to undertake this level of communication all of the time.</p>	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>Routine communication on straightforward matters</li> <li>giving directions</li> <li>handling routine telephone enquiries</li> <li>replying to simple requests for information</li> <li>passing on messages</li> </ul>
<p><b>Oral</b></p> <p>2. describes those roles where the role holder is required to clarify matters of a non-routine nature. The role holder will be required to use language over and above that found in every day conversation and will be expected to place the contents in a logical order, choose an appropriate method of delivery and employ techniques to ensure understanding.</p>	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>explaining procedures, regulations or course entry requirements</li> <li>showing students or members of staff how to operate equipment or conduct an experiment</li> <li>persuading colleagues to adopt a viewpoint presenting a paper at a conference of colleagues</li> <li>providing feedback or resolving conflicts where some tact and diplomacy are required</li> <li>explaining a report on cost or operational implications of a decision</li> <li>giving an introductory lecture</li> <li>conducting an interview</li> </ul> <p>Typically:</p> <p><b>Laboratory Technician</b> talks to staff and/or students on a daily basis, provides information and advice on technical matters, explains how equipment works</p> <p><b>Research Co-Ordinator</b> is involved in detailed discussions with team responsible for preparing a grant application.</p>
<p><b>Oral</b></p> <p>3 is for those roles where the role holder is required to convey and understand communication of a complex or conceptual nature which typically would not be understandable to non-specialists.</p>	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>providing a detailed explanation of how a complex system or a set of regulations operates (for example a combined heating and ventilating control system, the technical aspects of an IT system or academic assessment regulations)</li> <li>explaining the results of a research project to students or non-specialists in the subject area (for example in a lecture or conference)</li> <li>conveying new legal requirements and their implications to colleagues</li> <li>influencing others' thinking and negotiating with them to achieve an outcome</li> <li>making presentations to sizable or mixed interest groups or groups with diverse levels of understanding of the subject matter</li> <li>negotiating a contract with external suppliers or customers</li> <li>interpreting technical or conceptual information into or from a foreign language</li> </ul> <p>Typically:</p> <p><b>Payroll Manager</b> provides advice and guidance on matters relating to complex tax arrangements, contractual issues and the implications of changes to legislation within the University.</p>



	<p><b>Deputy Dean of Students</b> attends case conferences with colleagues and other University staff requiring accurate, detailed presentations of highly complex issues.</p>
<p>Written/Electronic</p> <p>4. describes the basic level required. This will most probably be required for most roles. However, it is possible that a role holder will not be required to undertake this level of communication all of the time (for example a senior role holder may delegate this level of communication to an assistant).</p>	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>taking a message</li> <li>transferring information</li> <li>preparing standard letters</li> <li>confirming appointments, course or meeting dates</li> <li>writing a set of simple instructions</li> <li>completing simple forms</li> </ul>
<p>Written/Electronic</p> <p>5. describes those roles where the role holder is required to clarify complex issues. The role holder will employ a range of language over and above that found in everyday usage. Consideration will also be given to the format and tone used to improve the clarity of the message and help understanding.</p> <p><b>Note</b>  <b>This question is used when the role holder collates and re-presents complex information but does not originate it.</b></p>	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>drafting a standard tender document</li> <li>drafting short factual reports for others to present</li> <li>drafting guides to course modules</li> <li>writing brochures or advertising material</li> <li>writing notes of straightforward meetings</li> <li>writing up the results of an experiment</li> <li>writing a case for a grant application</li> <li>proof reading or editing the work of others when it is complex</li> <li>writing minutes of meetings</li> </ul> <p>Typically:</p> <p><b>Laboratory Technician</b> receives new regulations relating to safety aspects of waste disposal or the correct use of equipment. Role Holder must understand such information in order to convey to colleagues in simple format</p>
<p>Written/Electronic</p> <p>6. refers to those roles where the role holder is required to both convey and understand communication of a complex, specialist or conceptual nature. This includes material that would not be immediately understandable to those outside the area of work or combines topics drawn from a number of disciplines.</p>	<ul style="list-style-type: none"> <li>writing research papers, journal articles and material for publication</li> <li>drafting user and training manuals for equipment, systems or software</li> <li>writing explanations of complex systems, regulations or procedures</li> <li>preparing technical specifications for complex contracts such as new buildings, service specifications or capital equipment</li> <li>compiling the case for the resourcing of major projects</li> <li>producing policy questions, procedures and guidelines on complex systems or subjects</li> <li>writing complex reports, letters or other documents dealing with complex, contentious and sensitive situations</li> </ul> <p>Typically:</p> <p><b>Management Accountant</b> required to interpret regulations governing the implementation, administration and management of Full Economic Costing and responsible for the overall production of application costing material in accordance with FEC principles.</p> <p><b>Research Manager</b> is required to read and understand detailed and complex funding documentation and contracts to ensure application is prepared in accordance with funder's requirements</p> <p><b>Administrative Officer</b> understands and interprets high level or complex financial, legal or regulatory information. The Role Holder must understand and apply UEA Statutes, the Data Protection Act and other relevant legislation.</p>





## 2 Teamwork and Motivation

Team is used here to mean **a number of people (i.e. more than two) who work together to achieve a common purpose**. The definition should be used consistently throughout the questionnaire, particularly in *Team Development*.

Internal and external teams and fixed and changing teams are covered here and may include a research team, a course development team or a security team. Leaderless teams, work or project groups drawn together to do a specific job or achieve a specified outcome are also included here. Similarly, if the role holder is required to work as part of the team alongside external contractors on a routine basis, their responsibilities in relation to this aspect of their role should be considered here.

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

THIS QUESTION MEANS...	TYPICAL / SIGNIFICANT EXAMPLES
7 is the lowest level and describes a role holder who needs to be co-operative when asked, but is not required to take a proactive role in the team other than work contribution..	Examples might include being a member of: a clerical or technical support team a catering team a maintenance team a research or project team
8 describes a role holder required to offer mutual support to colleagues in a team where the members are all pulling together. This may be in a self directed or leaderless team, or in a team with a remote leader.	An example is a senior member of the team who is expected to act as a role model to less experienced colleagues.
9. describes a role where the role holder is required to oversee tasks of the work team i.e. an operational task leader. This would include being responsible for allocating work, monitoring its achievement by team members and providing feedback to them. The role holder would be expected to take initial remedial action if required and to praise the work of the team.  May typically be asked to contribute to or comment on strategy and planning at a functional level but does not have responsibility for it.	Examples might include: overseeing the work of a team, unit or section in a supervisory capacity overseeing the completion of a project leading a course, module or pathway  Typically: Chief Technician line manages two technicians and oversees their work with responsibility for setting objectives, monitoring performance, delegating tasks and chairing weekly team meetings.
10 describes a role where the role holder is the overall leader of a functional area with responsibility for setting the overall goals, directing the team towards broader objectives and identifying what needs to be done at a strategic/planning level. The role holder is likely to be responsible for the work of several sections or units within the overall team and manages the integration of the teams towards a common goal.  For those with dual responsibilities, such as a section leader who is part of the departmental management team with involvement in the contribution to strategic planning or responsibilities for cross-university functions, question 10 can be scored at B or C	Examples might include: Divisional Head Subject, functional or programme leader Research project manager  Typically: <b>DFA</b> Supports the Pro-Vice Chancellor advising on developments, both internally and externally, to facilitate the PVC's formulation of group vision and future objectives. The role holder works closely with the Academic Registrar and Deans to form and communicate strategic objectives for Schools and facilitates the relationship between School and ACAD staff. This encourages the development of School objectives that develop the wider Group vision. Participates in the ACAD Senior Management Team meeting on a regular basis.
11 is the highest level and is used to describe a role where the role holder manages across teams beyond the boundaries of their departmental/divisional work teams. They are required to manage the relationship between teams across the University and ensure they interact effectively to achieve the common purpose of the institution  For a head of a school or division who is a member of the Executive/Senior Management Team, it is possible to score B for question 7 and A for question 8.	Examples might include: senior management roles spanning several departments or functional areas leadership roles in a significant area of work such as regional development, overseeing functional or inter-subject research activity and being required to draw together staff from across the institution





### 3 Liaison and Networking

This element explores liaison and networking carried out for the benefit of the institution. **It is essential to score the requirement of the role and not what the role holder elects to do.** To score in this section the role holder will need to liaise and network to be effective and fulfil all aspects of the role.

Liaison here is defined as **making one-off contacts for a work related reason.**

A network is 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.**

The need for continuous professional development is considered under Knowledge and Experience.

Questions 14 and 15 should be used only for those roles whose holders play a major part in forming and developing network(s). Their involvement in the network(s) will be agreed by the institution.

THIS QUESTION MEANS..	TYPICAL / SIGNIFICANT EXAMPLES
12 describes the basic level that would be expected for those roles that are required to have regular contact with people outside their work team (as defined for <i>Teamwork and Motivation</i> .)	<p>Examples of Levels</p> <p><b>Level D</b> Pass on information promptly, keep people informed (minimum for most people)</p> <p><b>Level C</b> Exchange of information for effective working</p> <p><b>Level B</b> To ensure people do the right things and build relationships</p> <p><b>Level A</b> Provision of day to day information for overall benefit to the HEI</p> <p>Note: For the vast majority of roles, activity at this level will receive a standard response of D.</p>
<p>13 is used for those roles where the role holder is required to participate in groups or networks outside their immediate work team (as defined in <i>Teamwork and Motivation</i>).</p> <p>A role holder who is required actively to participate in <b>e-mail networks</b>, for example to find solutions to technical problems or seek advice on best practice would score here. A role holder who has a passive interest in <b>e-mail newsgroups</b> or who is receiving standard, broadly distributed information via e-mail would not.</p>	<p>Examples of Levels</p> <p><b>Level D</b> Pass on information promptly, keep people informed (most common)</p> <p><b>Level C</b> Used for those roles where on-going relationships are important</p> <p><b>Level B</b> for roles with a requirement to influence events or cement long term relationships</p> <p><b>Level A</b> Participation is to obtain benefit, such as information on developments which is useful to the HEI overall</p>
14 is used where the role holder is required to <b>initiate, build or lead internal networks</b> ; maintain relationships over time; and establish communication channels for self &/or others to use.	<p>Examples of Levels</p> <p><b>Level D</b> Unlikely but may be used when the role holder is required to create a network to pass on information or obtain feedback</p> <p><b>Level C</b> For those networks that are unlikely to last long or have only short term benefit</p> <p><b>Level B</b> For example involvement in planning teams or working groups</p> <p><b>Level A</b> Unlikely unless for example leading the development of marketing or provision of consultancy</p> <p>Typically:</p> <p><b>Human Resources Manager</b> initiated and maintains the network of Harassment Advisers, the purpose of which is to offer staff support if they are experiencing, or being accused of, harassment and create a consistent approach to tackling the issue across the UEA.</p>
15 is used where the role holder is required to <b>initiate, develop &amp;/or lead networks</b> that are <b>external</b> to the University.	<p>Examples of Levels</p> <p><b>Level D</b> Unlikely</p> <p><b>Level C</b> Membership of professional bodies or with other</p>



	<p>education providers or employers' organisations</p> <p><b>Level B</b> Chairing sub committees of professional bodies or external groups</p> <p><b>Level A</b> Occupying a high profile role in external organisations or being involved in negotiations</p>
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#### 4 Service Delivery

A customer is defined here as *anyone receiving services from the institution and its staff*. Services are provided to students, potential students, employers, members of the public, industrial and commercial clients, conference participants, job applicants and other people who deal with the institution.

Services are also provided to other staff within the institution. Some administrators, technicians and other staff may have little involvement with students or other external users yet still provide a service to colleagues in other parts of the institution.

The design of course content should not be included here, but under *Teaching and Learning Support*. However, identifying gaps in provision or the need to develop courses or programmes in response to feedback and changing demands should be considered here.

THE QUESTION MEANS...	TYPICAL / SIGNIFICANT EXAMPLES
16 reflects the basic skill level required and is used for those roles where the role holder reacts to the approaches of others.	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>responding to requests for information from employees, students, parents, or members of the public</li> <li>providing answers to questions regularly posed, drawing upon pre-prepared materials for the answers</li> <li>responding to breakdowns, system or mechanical failures or predictable requests for help.</li> </ul> <p>Typically:</p> <p><b>Teaching Support Officer</b> acts as a first point of contact for relevant system problems or requests for information. Responds promptly, answers queries wherever possible or else refers to an appropriate third party</p>
17 is for a role holder who is expected to initiate contact with customers, explore customers' needs and adapt the service to meet them. It has two parts and should be used if either part is appropriate.	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>approaching customers to establish what is required e.g. agreeing a conference programme or details of a research contract, designing promotional campaign material or discussing future skill needs with employers</li> <li>contacting potential customers to let them know of new services</li> <li>predicting the impact of new legislation and designing policies and guidelines accordingly</li> <li>surveying customer needs and obtaining information from them about their assessment of the service e.g. obtaining student feedback</li> <li>providing feedback on the levels of service usage e.g. levels of room occupancy or stock use and suggesting ways in which the service can be made more effective</li> </ul> <p>Typically:</p> <p><b>Teaching Support Officer</b> explores customers' requirements following requests for new software. Investigates the suitability, weighing customer benefits against financial or technical implications and suggests alternatives where appropriate. The Role Holder may also recommend the adaptation of existing software</p>
<p>18 is the highest level and is intended for a role holder who is responsible for setting standards and determining the quality of service to be provided. Function or area of service means a <b>significant operation</b> (such as a school, faculty or department) or range of activity provided across the institution such as the University's Cleaning Services.</p> <p>A Score of B can be given where a role holder has a significant input into this type of activity but does not ultimately take responsibility for it.</p> <p>Those guiding others on what standards to set, for example by being part of a University steering group, should also score B.</p> <p>The role holder should not score A here if standards are set by internal regulation or external requirements such as legislation</p>	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>setting overall quality assurance or learning and teaching standards for the institution</li> <li>forecasting the impact of new legislation on the institution and developing new procedures to ensure compliance</li> <li>setting and maintaining standards for the institution's cleaning services</li> <li>developing ethical research policy standards and protocols for the institution</li> <li>identifying potential areas for consultancy and research contracts and creating a framework to ensure that projects run according to plan</li> </ul> <p>Typically:</p> <ul style="list-style-type: none"> <li>Deputy Director sets, enforces and monitors key performance indicators for the University-wide service, to ensure service levels and targets are maintained.</li> </ul>



	Those with <b><i>responsibility</i></b> at this level are typically members of Senior Management Teams and managers of University-wide projects or initiatives.
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## 5 Decision Making Processes and Outcomes

All types of decisions are covered here including those relating to finance, physical resources, students, staff and policy matters. Decisions relating to planning and prioritising of work should be scored in *Planning and Organising Resources*. It is assumed that the best decisions are being made. The consequences of making the wrong or a poor decision should not be considered.

**A** is the most demanding level and will require the highest level of skill. Typically the decisions at this level will affect the whole institution impacting on policy and operations across the majority of departments and affecting most members of staff or students.

deciding to obtain alternative sources of income  
deciding the nature and level of degrees and diplomas  
formulating institution wide-plans and committing resources to their implementation  
merging with other institutions  
forming strategic alliances with other bodies or organisations  
deciding the future of major research contracts

**B** is used for far reaching, complex and long lasting decisions.

delegating on-going responsibilities to staff  
allocating overall resource requirements within institution wide plans  
deciding the structure of a course or programme of study  
allocating student numbers to departments or units  
developing a new service or changing existing work practices that affect broad areas of the institution  
advising on how legislation affects institutional practice and helping to determine the actions needed to implement changes

**C** describes decisions that will have an impact of limited spread which may endure for some time.

buying non-routine stock or equipment following policy, guidelines and purchasing procedures  
authorising money from a previously agreed budget  
deciding who to involve in a working group  
admitting a student

**D** describes decisions that have an immediate impact, which can easily be amended and have little effect beyond the immediate area of the role holder's work.

spending petty cash or buying low cost items within a local budget  
deciding when to hold a meeting  
choosing stock from the preferred supplier's list

THIS QUESTION MEANS..	TYPICAL / SIGNIFICANT EXAMPLES
<p>19 The role-holder is responsible for taking <b>independent decisions</b>.</p> <p>If another body or person approves or endorses the role holder's decision or it is made according to rules and procedures, the decision is not made independently and should not be reflected here.</p>	<p>Examples of Levels</p> <p><b>Level D</b> Decisions that affect only the role holder or immediate colleagues and can be undone quickly with little implication</p> <p><b>Level C</b> Allocation of space or purchase of equipment or software that will affect the work of people outside the immediate work team</p> <p><b>Level B</b> Formation of an agreement with an external body that would affect several areas of work or tie in the HEI for some time</p> <p><b>Level A</b> Rare. Made by those in senior positions with authority to commit the resources of the HEI for a considerable period of time.</p>
<p>20 The role-holder is party to some <b>collaborative decisions</b>, working with others to reach an optimum conclusion.</p> <p>Collaborative decisions are reached in a number of ways. For example:</p> <p>by a role holder and their manager in agreement by a working group or project team by a committee or management team by applying policy or procedure</p>	<p>Examples of Levels</p> <p><b>Level D</b> Those decisions made between a worker and manager about routine work matters</p> <p><b>Level C</b> Decisions made by a committee, for example to vary a business plan or to start a pilot project</p> <p><b>Level B</b> Decisions made by a committee or team to begin or stop significant areas of work</p> <p><b>Level A</b> Decisions usually made by senior management or academic teams about areas of work or resource allocation that affect significant parts of the HEI.</p>



<p>21 The role-holder <b>provides advice or input</b> to contribute to the decision-making of others.</p>	<p>Examples of Levels</p> <p><b>Level D</b> Making recommendations such as the purchase of teaching material, office furniture or similar equipment</p> <p><b>Level C</b> Recommending ways of developing courses or advising on operational options</p> <p><b>Level B</b> Providing information that will influence the development of business plans or working alliances</p> <p><b>Level A</b> Advising on strategic plans and relationships or commenting on options that would be binding on the HEI for a considerable period of time</p>
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<b>6 Planning and Organising Resources</b> This element covers all types of 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. Team working and leadership skills should not be assessed here, but under <i>Teamwork and Motivation</i> .	
THIS QUESTION MEANS..	TYPICAL / SIGNIFICANT EXAMPLES
<b>22</b> describes the basic skill level required and applies to those following the instructions of others.	Examples might include: working to a set pattern each day, e.g. carrying out routine maintenance preparing food processing data working from a detailed set of instructions
<b>23</b> is for those roles where the holder is expected to decide their own pattern of work and can select the order in which tasks are completed, providing the required output is achieved. Time-management typifies the style of planning.	Examples might include: deciding when and how to respond to requests for information or assistance when to order replacement stock organising a meeting when to draft an article producing a booklet designing and making a piece of equipment or software
<b>24</b> is aimed at those who plan and prioritise the day-to-day work of others to meet laid down objectives. Typically this will be used in supervisory or team leader roles and/or where the role holder plans and manages one or more small projects	Examples might include: managing and being accountable for the resources (people, equipment, money) of a department/sub-section of a department managing a specific project, e.g. organising a conference or event such as a graduation ceremony or open day organising a health and safety audit being responsible for the delivery of a course or programme of study to which others contribute  Typically:  <b>Educational Adviser</b> undertakes short-term projects or activities as required, for example the Role Holder is currently producing an XML model and documenting associated procedures  <b>Assistant Registrar</b> delegates tasks to staff members and monitors progress against objectives through regular one-to-one meetings, typically manages short-term activities or aspects of longer-term initiatives.
<b>25</b> is used for those roles responsible for formulating the type of plan that will affect a substantial area of work, is likely to last longer than one year and will possibly involve people from several teams, as defined for <i>Teamwork and Motivation</i> .  Typically this will be used for those in operational management roles such as those with responsibility for a unit such as a school or department, a large research grant or major collaborative project (e.g. one involving staff from several sections drawn from across the institution).	Examples might include: taking accountability for setting and managing a budget setting objectives and managing the staff to achieve those objectives monitoring progress of work and/or projects and taking action to ensure timeframes are met planning for the future at a functional level and contributing to the strategic plans of others
<b>26</b> is the highest level and describes the responsibilities of those involved in developing strategic plans for significant parts of the institution.  Score B for this question for those roles whose holders contribute to but are not directly responsible for the formulation of strategic plans at this level.	Examples might include: taking institution-wide responsibility for student recruitment academic or resource planning across or for a major section of the University estates and capital planning at a University-wide level contributing to strategic planning outside the institution such as regional development





## 7 Initiative and Problem Solving

Evidence is scored here when it relates to resolving problems or issues or anticipating them. The role holder will typically investigate the matter when requested by others or when expected to take the initiative. The role holder may be required to make recommendations or form conclusions regarding a course of action.

Investigate is defined as *looking into an issue, asking others, gathering and examining data from a range of sources*. Aspects of problem solving such as devising schemes to generate income should be included here as the purpose of this activity is to resolve a problem.

Evidence should not be scored here if it relates to analytical and theoretical research. Research is defined as *the systematic study of data obtained from a variety of sources in order to establish facts and reach new conclusions*. Evidence of this type of activity should be scored under *Analysis and Research*.

THIS QUESTION MEANS..	TYPICAL / SIGNIFICANT EXAMPLES
<b>27</b> describes the basic skill level required and is applied to those roles where there is little scope for discretion.	Examples might include the sort of problems that recur on a regular, routine basis such as: maintaining equipment or machinery organising temporary cover for absent staff informing relevant people about an emergency such as illness making travel and accommodation arrangements
<b>28</b> applies to those roles where the holder is expected to use judgement to resolve problems that are predictable but occur less frequently. The range of choices will be defined, for example, by a set of procedures or guidelines or by training and application of knowledge.	Examples might include: handling standard grading, grievances or disciplinary issues dealing with attendance problems dealing with a student's failure to submit course work evaluating the strengths and weaknesses of equipment warranties solving IT system failures
<b>29</b> describes the skills required to resolve problems that occur infrequently and when the available guidance is not specific. The choice of solution is complicated by the range of information available and the way to resolving the situation is not clear. This level includes having to deal with several complex problems at the same time.	Examples might include devising new courses or programmes of study to attract students investigating an area of ineffective working or systems failure and developing approaches to improve operational effectiveness by introducing a new system or simplifying practices of an office, workshop or laboratory developing new guidelines or procedures, such as those regulating use of finance or managing attendance identifying potential external partners, consultancy opportunities or other sources of income  Typically:  <b>Systems Developer</b> devise solutions to problems arising from the development of prototypes within the systems architecture. Each layer of the structure contains technical problems and, since the system is developmental, the role holder must devise new and experimental solutions.
<b>30</b> is the highest level of skill and describes those situations that are novel to the institution, or have a lack of precedent. This does not mean that the solution may be totally unknown elsewhere but that significant adjustments are needed to make the proposed action suit the UEA context. <ul style="list-style-type: none"> <li>○ A role should only be scored A against this question if the solutions have an impact on the institution as a whole (i.e. at a strategic level with strategic being defined as <i>affecting the institution in its entirety</i>).</li> <li>○ B can be scored where a role holder has a significant input into this style of activity but is not responsible for its implementation</li> </ul>	Examples might include: evaluating the implications of changes to the funding of education for the institution as a whole. introducing a new management or marketing approach to the institution changing the way resources are deployed across the institution identifying a significant gap in the services the institution provides to students and customers and developing an appropriate solution



## 8 Analysis and Research

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.

Evidence should be scored here if it relates to analytical and theoretical research. Research is defined as *the systematic study of data obtained from a variety of sources in order to establish facts and reach new conclusions*.

There will frequently be an overall objective or task to achieve or question to answer. The role holder will be required to gather data, analyse it systematically and explore options. They may not always be required to reach a conclusion, decision or make recommendations. This aspect of the role should be analysed under *Initiative and Problem Solving*.

Evidence relating to resolving issues as they arise or anticipating such problems should also be scored under *Initiative and Problem Solving*.

THIS QUESTION MEANS..	TYPICAL / SIGNIFICANT EXAMPLES
31 is the lowest level and will usually relate to situations where the basic facts can be established with limited investigation.	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>balancing money in the cash register against the till roll and reporting any mismatch</li> <li>carrying out routine maintenance checks and reporting faults or failures</li> <li>checking stock levels against the inventory</li> <li>checking statistics against source data and reporting anomalies</li> </ul>
32 describes the skills involved in gathering and manipulating routine data so it can be interpreted by others.	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>carrying out literature and database searches or setting up and conducting simple experiments</li> <li>monitoring resource usage (e.g. expenditure against a budget, the consumption of energy or space utilisation)</li> <li>providing statistics using standard techniques (e.g. on spreadsheets) or providing data for payroll purposes</li> <li>gathering information from others (e.g. the number of students enrolled on a course or assessment marks)</li> </ul> <p>Typically:</p> <p><b>Nursery Manager</b> researches the practices of other University Nurseries in order to make comparisons and report findings. This impacts on certain decisions such as increasing prices.</p> <p>Researches information on aspects of childcare and development, particularly multi-cultural issues that will inform policy initiatives.</p> <p><b>Administrative Officer</b> uses the web to research background information that informs thinking on current initiatives</p> <p><b>Teaching Support Officer</b> uses the internet to research solutions to problems, software developments or new products and investigates systems to identify the cause of a problem, and passes on findings or resolves question as a consequence.</p>



**33** applies when the holder is required to decide how to conduct the investigation as well as analyse and interpret the results.

Examples might include  
analysing student destination statistics and reporting patterns and trends  
selecting and designing complex questionnaires, survey methods or tests (including medical tests) and interpreting the results  
investigating the implications of changes to funding  
conducting enquiries into complex complaints or system failures and indicating where improvements are needed

Typically:

**Marketing and Publications Manager** is required to conduct investigation and analysis in order to establish the key issues and then to devise the most appropriate approach from interpreting results, developing proposed action and communicating appropriately to the relevant area of the University

**Teaching Support Officer (SYS)** sets up a “test” network in order to run the software in a confined environment. The Role Holder looks at the results and relates to the actual network noting any adverse impacts and making necessary amendments as a result





8 Investigation, Analysis and Research (continued)	
THIS QUESTION MEANS..	TYPICAL / SIGNIFICANT EXAMPLES
<p><b>34</b> involves the investigation of complex matters and issues. It is unlikely that anyone other than those engaged in research or those involved in enquiring into highly complex and sensitive matters would score A or B on this question.</p>	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>developing methodologies and designing data gathering and analytical techniques (including statistical, qualitative and quantitative methods) to provide appropriate evidence for a major research project</li> <li>creating new experiments or methods to test hypotheses or theories</li> <li>integrating concepts from different disciplines to interpret findings</li> <li>synthesising results so they may be applied</li> <li>forming conclusions to explain relationships between data or phenomena</li> </ul>
<p><b>Question 35</b> is the highest level and is aimed at those who are required on a regular basis to initiate major research activities or lead investigations into significant matters</p> <p>A role holder required to undertake task-specific research or review local practices would score at 33 or 34.</p> <p>This would typically relate to a role holder required to determine the overall direction of a major leading edge research project to be conducted by students or other staff, or liaise with national research bodies to identify future research requirements. The role holder may additionally be required to set the context for research and shape the broad research agenda in the field or specialism</p>	<p>The role holder will, for example, be:</p> <ul style="list-style-type: none"> <li>identifying major gaps in existing knowledge or weaknesses in institutional working</li> <li>setting the parameters of the question to be researched</li> <li>determining the overall direction of major research projects to be conducted by others</li> <li>liaising with national research bodies to identify future research requirements</li> </ul> <p>The role holder may be required to set the context for research or shape the broad research agenda in the field or specialism</p>



## 9 Sensory and Physical Co-ordination

This element refers to the use of all senses and covers roles requiring the use of skills and physical effort such as those needed in the following examples:

using a keyboard and data input devices  
drawing, painting or forming objects  
lifting, carrying and moving objects  
working in difficult or confined spaces (e.g. service ducts, sewers, roof spaces)  
operating machinery, tools and equipment or using scientific instruments  
watching and monitoring experiments  
handling animals or people and observing behaviour  
conducting surgery

**Note:** roles that use sensory understanding such as reading Body Language in teaching, training or interview situations, appreciation of colour schemes in design work etc should not score in this section – these skills should be reflected in Knowledge and Experience

	TYPICAL / SIGNIFICANT EXAMPLES
<p><b>Response A</b> refers to roles that are highly detailed and require highly developed skills. The role holder will be expected to demonstrate great sensitivity to subtle differences. These roles will require the co-ordination of several if not all the senses, and involve very high levels of skill, dexterity and fine degrees of control. Precision, speed and co-ordination of the senses will be essential. Intense physical effort may also be involved.</p> <p><b>Response B</b> refers to roles where the holder co-ordinates and interprets various sensory data. The holder will be required to use well developed skills acquired over time. There will be considerable demand for high levels of concentration, precision and speed. Alternatively, the role holder may be required to use considerable physical effort, for example by being engaged in prolonged and strenuous work.</p> <p><b>Response C</b> refers to roles in which the holder is required to</p>	<p>Examples for <b>Response A</b> might include:</p> <ul style="list-style-type: none"> <li>conducting experiments that use high cost equipment on high risk samples</li> <li>working in high risk environments that require vigilance and care and where adaptation and reaction to rapidly changing circumstances will be required. (Avoid double counting evidence under <i>Work Environment</i>.)</li> <li>remaining in one position for long periods of time or holding and using sophisticated tools for prolonged periods, for example when performing delicate surgery on live people or animals</li> <li>gathering underwater samples wearing diving equipment and clothing</li> <li>creating objects using sophisticated tools, multiple or high value materials</li> </ul> <p>Examples for <b>Response B</b> might include:</p> <ul style="list-style-type: none"> <li>glass blowing, creating models or samples, crystal polishing or gem cutting</li> <li>lifting heavy, difficult objects on a sustained and prolonged basis</li> <li>working in confined or difficult spaces for prolonged periods of time</li> <li>operation and repair of highly specialised, hazardous or complex tools, equipment and instruments</li> <li>preparing engineering drawings or other graphics e.g. painting pictures (not generating standard computer graphics).</li> <li>preparing sample slides for examination and testing</li> <li>using and demonstrating physiotherapy and other clinical techniques</li> <li>working on complex equipment such as boilers, electrical systems and similar pieces of machinery</li> </ul> <p>Typically:</p> <p><b>Soil Mechanics and Hydraulics Technician</b> uses a range of specialist equipment / machinery and must have expertise in a variety of techniques including: glassblowing, preparing rock slides, grinding rocks and polishing crystals. Role-holder is also required to undertake occasional tasks requiring precision and accuracy – for example: Role-holder is currently preparing to extract unique jellyfish fossil from piece of flint</p> <p>Examples for <b>Response C</b> might include:</p> <ul style="list-style-type: none"> <li>touch typing or using a key board or other means of inputting complex data for more than 50% of working time. The</li> </ul>



<p>use materials, tools, and machinery in their work. It also refers to roles in which the holder is routinely expected to use their physical abilities and skills to perform complex and difficult movements, including working in cramped or small spaces or in awkward positions. Alternatively, the role holder will need skills obtained through practice over a period of time or during practical training. Care, precision and accuracy will be normally expected.</p> <p><b>Response D</b> describes the basic level of skill required. The role holder will be required to perform straightforward tasks which may involve the use of simple, generally available tools or equipment. The training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including short periods of demonstration and practice.</p>	<p>complexity of the application or program may not affect the level of dexterity required</p> <ul style="list-style-type: none"> <li>lifting heavy, awkward or highly valuable objects</li> <li>working in confined spaces or awkward positions</li> <li>using audio-visual and other presentational equipment</li> <li>driving vehicles up to 7 tonnes unladen weight</li> <li>learning to use a specialist tool or piece of equipment (e.g. a microscope, test rig or printing, sewing or buffing machine) and using it effectively</li> <li>handling an animal or person correctly</li> <li>administering standard treatment to a person or animal</li> </ul> <p>Typically:</p> <p><b>Chief Electronics Technician</b> carries out maintenance and repair of major complex equipment, which requires high levels of concentration and accuracy. The repairs can include repairs to minute circuit boards requiring clear vision and manual dexterity or dangerous electrical equipment where extreme care is needed</p> <p><b>Disability Co-ordinator</b> is required to demonstrate specialist equipment to disabled students including one-handed keyboards or voice recognition packages. The role-holder must also assess the student's response when using equipment and how their disability might prevent them from using it effectively</p> <p><b>Nursery Manager</b> carries out tasks which require the learning of methods and a level of accuracy, for example, taking a child's temperature or administering medicines.</p> <p>Examples for <b>Response D</b> in terms of the tools and equipment used and the tasks to be performed include:</p> <ul style="list-style-type: none"> <li>pen, pencil and ruler or keyboard or other device for inputting straightforward data or finding routine information</li> <li>light gardening or maintenance tools</li> <li>standard laboratory equipment</li> <li>standard office equipment</li> <li>filing or replacing items on shelves or stores</li> <li>occasionally moving goods, equipment or light objects</li> </ul> <p>IT Specialists would usually score here for keyboard use (the score should not reflect the complexity of the computer-based application)</p>
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## 10 Work Environment

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**.

Roles requiring an awareness of how individuals respond in different work environments e.g. an appreciation of body language or an understanding of how legislation may impact with regard to environmental adjustments for disabled staff etc (typically Personnel, Training, Counselling, Teaching) should not score here. These skills are reflected in Knowledge and Experience.

**Response A** should be used when the role holder is regularly required to work in the type of environment or is regularly expected to deal with the particular situations. The role holder will not be able to refer to someone else who has an overall accountability but is not directly involved in the situation (for example someone named in a policy or procedure).

**Response B** is for role holders who take active responsibility for the environment although they do not work in it themselves. For example, the individual may provide advice or monitor the situation. The B response is also for role holders who are occasionally required to operate in these environments.

One off situations not typical of the role should not be scored.

THIS QUESTION MEANS..	TYPICAL / SIGNIFICANT EXAMPLES
37 refers to a role holder based in the sort of working environment that has little impact on the way in which the work is performed and presents a low level of risk. Examples might include an office or lecture room. The role holder will have no responsibility for the health and safety of others beyond due care and diligence.	This is the normal expectation and will cover the majority of roles including those with supervisory responsibility which inherently involves due care and diligence for the health and safety of staff.
<p><b>38</b> covers activities undertaken regularly for which the role holder is required to use standard protective clothing or safety equipment, and follow standard procedures. The role holder will need to make decisions about how to perform the work because of the nature of the environment.</p> <p>This may include occasions when the role holder will be expected to deal with stressful or difficult situations, for example, dealing with people displaying hostile or aggressive behaviour.</p> <p>The role holder may have responsibilities for managing the impact of the environment on the work or safety of other people. Normally the degree of risk or level of hazard is obvious.</p>	<p>Examples might include</p> <ul style="list-style-type: none"> <li>taking account of the impact of the weather on outdoor activities following safe procedures using machinery or electrical equipment</li> <li>dealing with a person who is angry, emotional or distressed and presents a potential threat</li> <li>ensuring that protective clothing is available and worn.</li> </ul> <p>Typically:</p> <p><b>Departmental Health &amp; Safety Officer</b> has responsibility to ensure that members of the Department comply with H&amp;S policy and will recommend changes in working practice where necessary to comply with standard procedures and guidelines.</p> <p><b>Soil Mechanics and Hydraulics Technician</b> regularly works in environment where chemicals and solvents are present or with equipment that needs to be operated safely (e.g. x-ray machinery). Role-holder must wear protective clothing when undertaking tasks such as rock preparation</p> <p><b>Nursery Manager</b> responsible for ensuring that staff and children work in a safe environment, ensures equipment is in good working order and guidelines are followed relating to the health of children under the care of the nursery</p> <p><b>Laboratory Technician</b> is often required to work in environments where explosives, toxins, carcinogens or hazardous chemicals are present. Role Holder must wear appropriate protective clothing and adhere to safety procedures when handling chemicals and must ensure the safety of staff and students when dealing with chemical spillage and prevent further contamination</p>
<p><b>39</b> includes roles in which the role holder is required to make judgements about the hazards inherent and the safety of those working in the environment under those conditions.</p> <p>The role holder will be expected to intervene to restructure the work or require others to take precautions. The role holder may also be required to assess the potential degree of risk in the situation and take action in anticipation of that risk.</p> <p>The role holder will be expected to act rather than refer the matter to others. Will have the authority, for example, to stop work from continuing.</p>	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>carrying out a risk assessment of an experiment</li> <li>undertaking building maintenance when asbestos is present</li> <li>handling hazardous chemicals or performing medical operations</li> </ul> <p>Typically:</p> <p><b>Security Manager</b> has to be aware that potentially the Security team members may have to deal with a fire or riot or public disorder (e.g. student sit-in) and be involved before the arrival of the emergency services. Role-holder must therefore assess the potential impact of such events and ensure that his</p>



	team is adequately trained to do so safely.
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## 11 Pastoral Care and Welfare

This element covers the care of the physical and mental health and well-being of students, colleagues, staff and others within the institution. It also includes patients or children in the role-holder's care. The requirements of the role should be taken into account, not the role holder's ability or personal inclination to provide such support to other people.

THIS QUESTION MEANS..	TYPICAL / SIGNIFICANT EXAMPLES
<p><b>40</b> covers basic sensitivity to and consideration of other people's needs or feelings and may include dealing with signs of obvious distress (for example, individuals in tears).</p> <p>If this is a common occurrence, for example, where the role holder is responsible for a number of people, is the first point of contact for welfare issues and is expected to deal with these situations as a normal and routine part of their role, the evidence should be scored A.</p> <p><i>For all other situations, the evidence should be scored B as a C response for this question is not accepted by the software.</i></p>	<p>Examples might include:</p> <p><b>Administrative Assistant</b> is required to signpost students to welfare and support services as required.</p> <p><b>Senior Administrative Assistant</b> is required to supervise two members of staff and ensure pastoral or welfare issues are referred to line manager in accordance with UEA procedures.</p>
<p><b>41</b> refers to welfare issues that are usually covered by documented procedures; when the matter can be referred to someone else or advice on how to respond can be obtained.</p>	<p>Examples might include issues covered in personnel policies &amp; procedures, handbooks or student regulations such as:</p> <ul style="list-style-type: none"> <li>requests for special leave</li> <li>consideration of confidential mitigating circumstances when assessing assignment, project, examination or other such work</li> <li>dealing with disciplinary or other performance issues</li> <li>help with relationship problems that are affecting the standard of performance</li> <li>advice available from specialist offices such as PRS, DOS, Occupational Health and Counselling Services</li> </ul> <p>Typically:</p> <p><b>Director of Counselling</b> is required to recognise when a client should be referred back into the more traditional support systems offered by the schools of study e.g. the school advisor, Dean of Students Office, Union of Students support network or on to other specialist areas such as Occupational Health or the Learning Support Service. Also required to demonstrate appropriate level of sensitivity in management/supervision of own staff</p>
<p><b>42</b> is the highest level and includes dealing with complex, severe and serious welfare issues. The role holder would be expected to deal with this level of issue as a typical part of their role.</p> <p>Typically the person needing help would be referred to the role holder by someone else. The role holder would be required to deal with and resolve the situation and would not be able to refer the person to anyone else in the institution, only to professionals in other external agencies.</p>	<p>Typically:</p> <ul style="list-style-type: none"> <li>dealing with others experiencing severe difficulties arising from work-related stress, complex work related or personal problems</li> <li>in a professional capacity, helping an individual continue to work or study or remain at work while dealing with a life crisis such as the death of a family member, close friend or colleague, the breakdown of a close personal relationship or those coping with significant health problems or illness</li> <li>helping staff understand and cope with the implications of major organisational changes, impending re-organisations or the consequences of restructuring</li> </ul>





## 12 Team Development

Team is used to mean **a number of people (i.e. more than two) who work together to achieve a common purpose**, and is the same definition as is used for Teamwork and Motivation.

Training those **outside** the immediate work team should be included under *Teaching and Training*

THIS QUESTION MEANS..	TYPICAL / SIGNIFICANT EXAMPLES
<p><b>43</b> is the lowest level and is for those who are expected to help other members of the team.</p> <p>A score of C for this question is unlikely and would only be given when the role holder works entirely alone or is a very junior or new member of the team.</p> <p>Most staff are usually expected to assist colleagues and help new starters settle in and so the B score would be used most often.</p> <p>The A score is given to:</p> <ul style="list-style-type: none"> <li>those with responsibility for inducting new starters</li> <li>those responsible for a particular area of work and who are expected to show others how to perform a task as part of their everyday work</li> <li>those recognised as having particular expertise within the team and who are expected to provide guidance and advice to others</li> </ul>	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>showing a new staff member around</li> <li>explaining administrative systems and procedures such as how to obtain stationery or expenses</li> <li>explaining where to obtain material and how to use equipment used on a routine basis</li> <li>advising where to go to obtain basic information about the institution</li> <li>recruit and train School Guides for School Open Days</li> </ul>
<p><b>44</b> is used for those role holders with responsibility for providing training or instruction to other members of the work team on a regular basis. Coaching members of the work team formally or informally and providing internal training sessions are also covered here.</p> <p>Standard UEA Appraisal activity will be reflected here.</p>	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>demonstrating how to operate a particular piece of machinery or equipment safely and in accordance with the manufacturer's instructions</li> <li>explaining the reasons for and how to follow an operational procedure</li> <li>discussing how to make improvements to a report</li> <li>showing a colleague how to use a computer-based application, providing feedback and helping to make improvements to level of use</li> <li>describing different ways of analysing a set of data and helping a colleague decide which method to use</li> <li>appraising staff using the formal UEA Appraisal Scheme</li> </ul>
<p><b>45</b> is used for those role holders required to identify the training and development needs of the members of the work team</p> <p>To score an A most of the functions and not just appraisal should be an on-going responsibility for the role holder.</p> <p>If a role holder is required to contribute to the coaching, development and instruction of others or has overall responsibility for the identification of need but is only occasionally involved at a hands on level for one or two people, this question should be scored B.</p> <p>Those responsible for identifying the development needs of a small number (only one or two) would score a B at this level</p> <p>If a role holder has delegated any of the following responsibilities to others, the questions should be interpreted as not relevant and scored C.</p>	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>coaching, development &amp; Instruction</li> <li>analysing achievement of team objectives and identifying learning needs arising from shortfalls</li> <li>conducting regular staff appraisals and performance reviews and following up with a full programme of developmental activity and feedback The role holder would be expected to ensure that agreed action is taken and follow up to ensure it has occurred.</li> </ul> <p><b>DFA</b> appraises 10 members of staff and is responsible for the training and development of Administrators and support staff. The role holder carries out training needs analyses for new Administrators, identifies skills gaps and regularly assesses individual development.</p>



### 13 Teaching and Learning Support

All types of teaching and learning support provided to those **outside** the role holder's immediate work team are covered by this element. 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.

**Response A** is for those who are required to develop innovative approaches to the learning process. They will be responsible for the development of content, including carrying out original design of material or developing different modes of delivery. Those required to work at this level will be expected to engage in the scholarship of learning and learning processes.

**Response B** is for those who design teaching or learning processes. This may involve repackaging existing material to make it suitable for a specific purpose or making minor modifications to the mode of delivery to suit the needs of the learners. Role holders at this level may need training and development, in addition to reflecting on their practice, to enable them to work at this level.

**Response C** is for those who use standard information, deliver documented training (i.e. material developed by others) or use standard modes of delivery.

**Response D** indicates this type of activity is not required.

	TYPICAL / SIGNIFICANT EXAMPLES
<p><b>46</b> is the lowest level and covers the provision of simple demonstrations or explanations given on a routine basis.</p>	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>demonstrating the use of machinery or equipment</li> <li>explaining the use of the library, computing or laboratory facilities to students, other staff or visitors</li> <li>demonstrating how to operate simple equipment (such as a microscope, theodolite or photocopier) following basic safety procedures</li> <li>demonstrating how to use a computer terminal</li> <li>outlining the procedure for enrolling on a course or module</li> <li>librarians training others to use the library resources</li> <li>language assistants demonstrating the use of a language laboratory</li> </ul> <p>Examples of Levels:</p> <p><b>Level C</b> For those involved in providing regular and routine introductions</p> <p><b>Level B</b> For those who make minor alterations to the content and mode of delivery without affecting the desired outcomes</p> <p><b>Level A</b> For those who are responsible for re-specifying the desired outcomes and redesigning the mode of delivery and content</p>



<p><b>47</b> is used when the role holder is required to conduct short one-off training sessions or lectures.</p>	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>administrative staff outlining new legislation or a procedure such as applying for research grants</li> <li>those conducting training sessions e.g. on health and safety, first aid, recruitment and selection or assessment regulations</li> <li>explaining the operation of complex machines, equipment or software</li> <li>overseeing work experience placements</li> <li>coaching others on conducting a survey or research project</li> </ul> <p>Examples of Levels:</p> <p><b>Level C</b> For those involved in providing regular and routine lectures in a specific subject or area</p> <p><b>Level B</b> For those involved in changing the mode of delivery or rewriting the material. Assessment of progress, provision of feedback and guidance in further development will be required</p> <p><b>Level A</b> For those who are responsible for re-specifying the desired outcomes and redesigning the mode of delivery and content. Overall evaluation of the subject or area will be included</p>
<p><b>48</b> applies to those role holders required to deliver a series of lectures or workshops or develop an on-going relationship with a student or member of staff outside the work team.</p> <p>The role holder will assess progress and achievement and provide feedback to stimulate further development and learning.</p>	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>delivering and assessing a course, module or part of an undergraduate degree scheme</li> <li>acting as an academic supervisor</li> <li>leading a substantial management or teaching and learning development programme</li> </ul> <p>Typically:</p> <p><b>Director of Counselling</b> tutors on the Diploma in Counselling course within EDU, preparing and structuring sessions, preparing handouts and reading lists. Role Holder monitors performance, provides guidance and feedback through group and individual discussion and assignments. Role Holder is required to act as catalyst for further learning and development.</p> <p>Examples of Levels:</p> <p><b>Level C</b> Unlikely. If this is required it will be from someone who makes small contributions to advanced areas of study</p> <p><b>Level B</b> A role holder with responsibilities for delivering the curriculum in a broad subject range and assessing the overall progress of students</p> <p><b>Level A</b> A role holder with responsibility for the long term development of a curriculum area and introduction of new modes of delivery. Overall quality auditing will be part of the role</p>
<p><b>49</b> is the highest level and is used for role holders required to take responsibility for and integrate a number of topics or parts of the syllabus or curriculum.</p> <p>The role holder would be required to guide students or members of staff from outside the work team in the search for general unifying principles and facilitate the development of the learner's abilities to question and critique.</p>	<p>Examples might include:</p> <ul style="list-style-type: none"> <li>lecturers who prepare and deliver lectures, seminars and tutorials to undergraduates, graduates, summer school or distance learning students</li> <li>supervisors who direct the work of research and postgraduate students</li> <li>those responsible for organising staff development and training for staff and others outside the work team</li> <li>those supervising work and assessing progress towards advanced qualifications</li> </ul> <p>Examples of Levels:</p> <p><b>Level C</b> Unlikely. It is a possible score for someone who contributes to course design but rarely delivers directly</p> <p><b>Level B</b> Role holder with responsibilities for developing and modernising the curriculum in a broad subject range and overall progress of students. Evaluation of student progress and gathering feedback will be part of the role</p> <p><b>Level A</b> Role holder with responsibility for the long term development of the whole curriculum and introduction of novel modes of delivery. Overall quality auditing for the curriculum will be part of the role</p>





## 14 Knowledge and Experience

This section covers the Knowledge and Experience necessary for a role holder to possess in order to deliver a fully competent performance in the role.

Knowledge acquired through education and qualifications is covered here, as well as that acquired through experience. All forms of knowledge, experience and qualifications should be considered here including academic & vocational awards and professional qualifications.

The purpose of the role and therefore the necessity for a particular level of qualification and/or experience determines the score **not** the actual qualifications held by a particular role holder.

THIS QUESTION MEANS..	TYPICAL / SIGNIFICANT EXAMPLES
<p><b>Response A</b> is the highest level and is used for those roles whose holders are employed for their specialist knowledge and experience in a particular field and <u>are required to be the leading authority within the institution.</u></p> <p>The role holder typically is widely acknowledged outside the institution, profession or specialist area as being a leader in the field, with national and possibly international acknowledgement (although this will not always be relevant for non-academic posts).</p> <p>The role holder will typically be the last point of reference or ultimate authority/decision taker in the particular field of knowledge</p> <p>This level of knowledge is not common and is acquired as a result of significant experience. The role holder will be expected to reflect on practice and engage in continuous professional development activities to keep his or her knowledge base and skills up to date, to develop them further and to contribute to the extension of understanding in the specialist area. The role holder is likely to have a number of professional and specialist qualifications.</p> <p><b>Response B</b> is for those roles whose holders are required to be an authority in a particular area.</p> <p>The role holder is required to have specialist expertise sufficient to challenge and lead thinking and is required to <b>develop and apply</b> strategy, principles, provide guidance or opinion in the area, acting as a source of expertise to the Institution.</p> <p>This level of knowledge is generally acquired after extensive experience following formal qualification and is recognised by professional or public acclaim. The role holder will be expected to reflect on practice and engage in continuous professional development activities to keep his or her knowledge base and skills up to date and to develop them further</p> <p><b>Note</b>  <b>Level C rather than B</b> will typically apply to those roles that:  input to strategy development at this level  provide advice and guidance in sub-areas or specialist aspects of a broader field or area  develop and apply particular aspects of strategy once a plan has been developed at a higher level  have an in-depth specialist knowledge or expertise and responsibility for a particular branch of a broader area</p> <p><b>Response C</b> applies to those roles where the holder is required to possess specialist or professional knowledge of a particular specialist subject area and required to act as a point of professional reference. Role holders will generally be involved in the activities outlined directly above (under <b>Note</b>).</p> <p>The role holder will be expected to engage in appropriate professional activities to keep his or her knowledge base and skills up to date and to develop them further. A professional qualification or membership of a relevant body would be typical</p>	<p>Examples might include:  the specialist expertise needed to play a significant part in international conferences or research groups  the provision of advice and opinion as a leading authority on academic or institutional management issues  leadership of the institution</p> <p>Typically:  Leading Academics with national and international research profiles</p> <p>Examples might include:  those called upon to lead the teaching of a discipline or lead a significant area of research  those acting as the leading expert in the area in the institution and providing strategic level or professional input  those required to manage and shape developments within the subject across the UEA</p> <p>Typically:  Members of the Senior Management Team  Whole subject area specialists, both academic and non-academic</p> <p><b>Examples might include:</b>  those roles where the holder is approached by others for specialist advice or guidance in the specific area (e.g. a professional or institutional policy)  the role holder has sufficient expertise to deliver lectures or write authoritative material in a broad subject area  the role holder is required to conduct a research project or be responsible for an industrial contract</p>



for role holders.

A score here should only be given where a role holder can demonstrate a requirement or necessity to continually update specialist or technical knowledge in order to provide professional or specialist advice.

**Note:**

Level C will cover a broad range of roles and both managers and subordinates may both score here

**Note:**

A requirement to act as a point of reference for a particular area of work on its own is not sufficient and would score at D.

**Response D** applies to those roles requiring knowledge of professional or technical practice. This level of knowledge is often demonstrated by the acquisition of a qualification (s) or accreditation after a period of practical and theoretical training or experience of the role. Skills and knowledge must be kept up to date by training and development.

The role holder will demonstrate knowledge of a subject area in theory and practice which may be combined with a requirement to act as a point of reference locally or within a particular area of expertise. Relevant skills and knowledge must be acquired before the roleholder can perform at a competent level

**Response E** describes those roles requiring the level of knowledge typically acquired following a short period of practical training and may include some elementary or introductory study.

The role holder will have sufficient knowledge to complete standard tasks with occasional reference to others. Knowledge required may typically relate to local working practices and procedures and the role holder will typically follow pre-determined processes and methods.

**Response F** is the lowest level. It is used for those roles that require a basic level of knowledge of how to carry out the role. This will typically be acquired through practice rather than qualification.

**Examples might include:**

knowing how to program a computer  
the ability to interpret rules, procedures and regulations and provide advice to others on how they should be applied  
knowledge and use of electrical industry regulations  
basic management or supervisory skills  
being able to use a piece of complex scientific or electronic equipment, know how it works and when it is appropriate to use it

**Examples might include:**

knowledge of word processing packages  
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