HERA EVIDENCE

This note is designed to assist you with examples of evidence for the 50 questions, grouped into the 14 elements which make up the HERA profile.

The “guidance to role holders” contains definitions of each element. You may therefore find it helpful to read this document alongside the relevant guidance note whether you are completing a written record or preparing for an interview.

1 COMMUNICATION.

Question 1. Handling routine telephone enquiries, passing on messages, replying to simple requests for information.

Question 2. Explaining procedures, regulations or course entry requirements, conducting an interview,

Question 3. Providing a detailed explanation of how a complex system or a set of regulations operate, conveying new legal requirements, explaining a report on budget or cost implications

Question 4. Basic correspondence, preparing standard letters, confirming appointments, completing simple forms

Question 5. Drafting standard tender documents, guides to course modules, writing brochures or advertising material, writing notes/minutes of meetings

Question 6. Drafting and using training manuals for systems, equipment or software, writing explanations of complex systems, regulations or procedures, producing policy questions procedures and guidelines on complex systems or subjects.

2 TEAMWORK AND MOTIVATION

Team is used here to mean a number of people (i.e. more than 2) who work together to achieve a common purpose. It is not the same as a network. This element covers internal and external teams, fixed and changing teams, leaderless teams or work or project groups drawn together to do a specific job or task. One individual may work in several teams.

Question 7. Someone who is part of a team but is not required to take a proactive role.

Question 8. A role holder who is required to support colleagues in a team where all the members are pulling together, maybe in a self directed or leaderless team or in a team with a remote leader.

Question 9. Describes a role holder who is required to oversee tasks of the work team i.e. an operational task leader, responsible for allocating work, monitoring
achievements. Generally guidance and the overall direction of the team is provided by someone else.

**Question 10.** Describes a role holder who is the overall leader of the team, setting the overall goals, directing the team and identifying what needs to be done by when.

**Question 11.** Is the highest level and is used to describe a role holder who manages across teams and needs a perspective on the relationship between teams. This might include senior management roles.

3 **LIAISON AND NETWORKING**

Liaison is defined as making contacts for work related reasons; 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.

Internal network – cross institutional groups such as Departmental managers, IIP champions. Membership of networks for personal benefit or simple interest is not relevant here. External networks – professional bodies, national or international groups. The role holder should be acting as a representative of the institution.

Please provide evidence under each heading if relevant and briefly describe what the purpose is.

Some examples:

**Question 12.** Provision of day to day information for overall benefit to the HEI (Purpose A); ensuring people do the right things and build relationships (Purpose B); exchange of information for effective working (Purpose C); a D score here would be the minimum for most people

**Question 13.** Participation in networks to obtain benefits which are useful to the HEI overall (Purpose A); influencing events or cementing long term relationships (Purpose B); where ongoing relationships are important (Score C); D is most common score here.

**Question 14.** Unlikely to have A score here; involvement in planning teams or working groups (Purpose B); networks which are unlikely to last long and have short term benefits (Purpose C); Purpose D unlikely here

**Question 15.** Occupying a high profile role in external organisations or being involved in negotiations (Purpose A); chairing sub-committees of professional bodies or external groups (Purpose B); membership of professional bodies or with other education providers or employers’ organisations (Purpose C)
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. For example, accountants may provide financial information and guidance to heads of departments, AV technicians may support lecturers by advising on the use of equipment and librarians may help lecturers identify resources.

**Question 16.** Responding to requests for information from a variety of sources; providing answers to questions drawing upon prepared materials; responding to breakdowns, system or mechanical failures with predictable requests for help.

**Question 17**
- 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)
- contacting potential customers to let them know of new services
- surveying customer needs and obtaining information from them about their assessment of the service (e.g. obtaining student feedback)
- 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

**Question 18**
- setting overall quality assurance or learning and teaching standards for the institution
- forecasting the impact of new legislation on the institution and developing new procedures to ensure compliance
- setting and maintaining standards for the institution’s cleaning services
- overseeing student recruitment trends and identifying what action should be taken to achieve targets
- developing ethical research policy standards and protocols for the institution
- identifying potential areas for consultancy and research contracts and creating a framework to ensure that projects run according to plan
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. When deciding the level of impact a decision has, it can be helpful to consider the spread of its impact or what would need to be done to reverse it.

Questions 19, 20 and 21 reflect different types of decision-making processes. They are not hierarchical. You should give examples of the decisions you make and then assess their impact.

**Major impact:**
- 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

**Significant impact:**
- 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

**Moderate impact:**
- 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

**Minor impact**
- 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 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.

Question 22
- working to a set pattern each day, e.g. carrying out routine maintenance
- preparing food
- processing data
- working from a detailed set of instructions

Question 23
- 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

Question 24
- managing and being accountable for the resources (people, equipment, money) of a 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

Question 25
- setting the budget
- managing the staff
- setting objectives
- monitoring progress and keeping to the timescale
- planning for the future
- co-ordinating and monitoring the roll out of plans

Question 26
- taking institution-wide responsibility for student recruitment
- academic or resource planning
- estates and capital planning
- contributing to strategic planning outside the institution such as regional development or educational development of a professional body
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.

**Question 27**
- maintaining equipment or machinery
- organising temporary cover for absent staff
- informing relevant people about an emergency such as illness
- making travel and accommodation arrangements

**Question 28**
- handling 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

**Question 29**
- devising new courses or programmes of study to attract students
- balancing the department's budget and resources against needs and plans
- 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

**Question 30**
- evaluating the implications of changes to the funding of education
- 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
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.* Examples of activities that would be included under this element include individual and collaborative investigations involving the collection of data from appropriate sources, literature or database searches, internet searches, engaging in action research, holding discussions with other practitioners, examination of data using statistical or other analytical methods.

**Question 31**
- balancing money in the cash register against the till roll and reporting any mismatch
- carrying out routine maintenance checks and reporting faults or failures
- checking stock levels against the inventory
- checking statistics against source data and reporting anomalies

**Question 32**
- carrying out literature and database searches or setting up and conducting simple experiments
- monitoring resource usage (e.g. expenditure against a budget, the consumption of energy or space utilisation)
- providing statistics using standard techniques (e.g. on spreadsheets) or providing data for payroll purposes
- gathering information from others (e.g. the number of students enrolled on a course or assessment marks)

**Question 33**
- 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

**Question 34**
- developing methodologies and designing data gathering and analytical techniques (including statistical, qualitative and quantitative methods) to provide appropriate evidence for a major research project
- creating new experiments or methods to test hypotheses or theories
- examining discourse, texts, phenomena from new and different perspectives
• integrating concepts from different disciplines to interpret findings
• synthesising results so they may be applied
• forming conclusions to explain relationships between data or phenomena

Question 35
• identifying major gaps in existing knowledge or weaknesses in institutional working
• setting the parameters of the question to be researched
• determining the overall direction of major research projects to be conducted by others
• liaising with national research bodies to identify future research requirements
9 SENSORY AND PHYSICAL DEMANDS

This element refers to the use of all senses (sight, smell, hearing, taste and touch) 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

Response A
- conducting experiments that use high cost equipment on high risk samples
- working in high risk environments that require vigilance and care and where adaptation and reaction to rapidly changing circumstances will be required.
- 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
- gathering underwater samples wearing diving equipment and clothing
- creating objects using sophisticated tools, multiple or high value materials

Response B
- glass blowing, creating models or samples, crystal polishing or gem cutting
- playing a musical instrument
- lifting heavy, difficult objects on a sustained and prolonged basis
- working in confined or difficult spaces for prolonged periods of time
- operation and repair of highly specialised, hazardous or complex tools, equipment and instruments
- preparing engineering drawings or other graphics e.g. painting pictures
- preparing sample slides for examination and testing
- using and demonstrating physiotherapy and other clinical techniques
- working on complex equipment such as boilers, electrical systems and similar pieces of machinery

Response C
- touch typing or using a keyboard or other means of inputting complex data for more than 50% of working time. The complexity of the application or program may not affect the level of dexterity required
- lifting heavy, awkward or highly valuable objects
- working in confined spaces or awkward positions
- using audio-visual and other presentational equipment
• driving vehicles up to 7 tonnes weight
• 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
• handling an animal or person correctly
• administering standard treatment to a person or animal

Response D
• pen, pencil and ruler or keyboard or other device for inputting straightforward data or finding routine information
• light gardening or maintenance tools
• standard laboratory equipment
• standard office equipment
• filing or replacing items on shelves or stores
• occasionally moving goods, equipment or light objects
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.

Question 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.

Question 38
• taking account of the impact of the weather on outdoor activities
• following safe procedures using machinery or electrical equipment
• ensuring that protective clothing is available and worn.

Question 39
• carrying out a risk assessment of an experiment
• undertaking building maintenance when asbestos is present
• handling hazardous chemicals or performing medical operations
• being trained to deal with potentially violent people
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.

Examples of situations covered by this element include:

- providing support on grant problems
- supporting those working while coping with bereavement
- helping another deal with stress or other emotional demands that affect their work or study
- other life cycle issues that affect the other’s ability to work or study

Interpretation Guidelines:

Question 40 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).

Question 41

- requests for special leave
- consideration of confidential mitigating circumstances when assessing assignment, project, examination or other such work
- dealing with disciplinary or other performance issues
- help with relationship problems that are affecting the standard of performance

Question 42

- others' complex personal problems
- dealing with others experiencing severe difficulties arising from work-related stress
- helping an individual continue to work or study 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
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 Learning Support.

Question 43

• showing a new staff member around
• explaining administrative systems and procedures such as how to obtain stationery or expenses
• explaining where to obtain material and how to use equipment used on a routine basis
• advising where to go to obtain basic information about the institution

Question 44

• demonstrating how to operate a particular piece of machinery or equipment safely and in accordance with the manufacturer’s instructions
• explaining the reasons for and how to follow an operational procedure
• discussing how to make improvements to a report
• showing a colleague how to use a computer-based application, providing feedback and helping to make improvements to level of use
• describing different ways of analysing a set of data and helping a colleague decide which method to use

Question 45

• analysing achievement of team objectives and identifying learning needs arising from shortfalls
• conducting regular staff appraisals and performance reviews and agreeing what needs to be done to satisfy any training or development needs
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.

This element is relevant to all role holders including, for example:

- lecturers who prepare and deliver lectures, seminars and tutorials to undergraduates, graduates, summer school or distance learning students
- supervisors who direct the work of research and postgraduate students
- librarians training others to use the library resources
- language assistants demonstrating the use of a language laboratory
- technicians demonstrating the use of machinery or equipment
- administrative staff outlining new legislation or a procedure
- those conducting training sessions e.g. on health and safety, first aid, recruitment and selection or assessment regulations
- those responsible for organising staff development and training for staff and others outside the work team
- those supervising work and assessing progress towards advanced qualifications

**Question 46**

- explaining the use of the library, computing or laboratory facilities to students, other staff or visitors
- demonstrating how to operate simple equipment (such as a microscope, theodolite or photocopier) following basic safety procedures
- demonstrating how to use a computer terminal
- outlining the procedure for enrolling on a course or module

**Question 47**

- explaining the operation of complex machines, equipment or software
- how to conduct literature or database searches
- overseeing work experience placements
- running staff training courses on, e.g. applying for research grants
- coaching others on conducting a survey or research project

**Question 48**

- delivering and assessing a course, module or part of an undergraduate degree scheme
- acting as an academic supervisor
- mentoring members of staff from outside the work team as part of a scheme
- leading a substantial management or teaching and learning development programme
Question 49 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.
14 KNOWLEDGE AND EXPERIENCE

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 awards, General and National Vocational Qualifications, RSA, BTEC and City and Guilds certificates and diplomas and professional qualifications.

Response A
- 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
- leadership of the institution

Response B
- 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 advice

Response C
- those roles where the holder is approached by others for 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 with the minimum amount of supervision

Response D
- 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

Response E
- knowledge of word processing packages
- understanding the use of an established practice, procedure or techniques
- being able to set up basic laboratory equipment and follow simple analytical procedures
- being able to operate safely and properly an electrical drill, a switchboard or buffer machine