**HERA Role Assessment**

**Guidance for Managers**

The HERA role assessment aims to gather evidence for an effective and fair evaluation of roles throughout the university. It also:

* Provides managers with a platform to outline the duties, level of responsibility and discuss the circumstances of the requested grade.
* Offers a framework to support role creation and fully explore, as well as determine the level of responsibility held by a role.
* Enables Role Analysts to consistently evaluate roles and fairly allocate grades in line with all posts throughout the University.

To ensure an efficient and accurate allocation of grade, it is vital that managers provide as much information as possible during the assessment and include examples that evidence the required duties, responsibilities or knowledge.

HERA Assessment

The HERA assessment is an interview style session whereby targeted questions, mapped to the HERA framework, are used to explore the duties of a post and the level of responsibility it holds.

**This format of assessment offers a more efficient way of collating the required evidence in comparison to the HERA Form 2, which often required at least a 4 hour time period to detail the relevant information and complete effectively.**

The HERA interview assessment will last approximately 2 hours. This amount of time enables the HERA specialist to fully explore the role, develop an in depth understanding of duties and circumstances, as well as provide support to managers as required. The HERA specialist will also support managers during this time with navigating the HERA framework, for example defining terminology or with collating the necessary evidence.

Managers are welcome to complete the assessment in one 2 hour session, or split this into two 1 hour sessions instead.

Once completed, managers will receive a copy of the HERA assessment document containing notes compiled by the HERA specialist during the interview. These notes will concisely capture the information and evidence discussed.

Managers are advised to review and amend the assessment document where required, to ensure an accurate presentation of the role. Additional evidence can also be added at this stage of the process. A finalised copy of the assessment document should then be returned to the HERA specialist in order to progress a HERA evaluation.

A HERA evaluation will then be conducted based on both the job description and the content of this assessment. Once the scoring has been finalised, managers will receive a grade outcome.

Please note that we are unable to accept further information once an outcome has been provided. It is therefore important that all information and evidence is provided during the assessment.

Once an outcome has been provided, we would not seek to revaluate roles for a minimum of 12 months, unless the post has been significantly changed, for example new duties hold little resemblance to the originally submitted job description.

To support managers to fully maximise the benefits of the assessment discussion, a table of information has been provided on page 3 of this guidance.

**To prepare for the assessment, we recommend that managers fully read this guidance and ensure answers and supporting evidence can be provided in response to the questions detailed on page 3.**

**Assessment Structure and Questions**

The HERA assessment will begin by exploring the circumstances of the role and its structural relationship within the team. It will then seek to address the areas of the HERA framework detailed on page 3.

When discussing these categories, concrete examples should be provided to fully evidence responsibility. These examples should also highlight impact on both the immediate team, as well as wider organisation. Without examples, we will be unable to fully acknowledge duties within scoring.

For example:

A duty of a post you are recruiting for holds the responsibility of overseeing events. Examples should therefore be provided of when a role has/will complete this task and how. It should also highlight:

* How far the post holds ownership of the event, for example do they tailor this to meet stakeholder needs or do they determine venue and logistics?
* Planning involved?
* The impact of the event on the wider university?
* Is the individual playing an operational or strategic role?

We appreciate that in relation to new posts, it can be difficult to provide concrete scenarios. An example detailing what is likely to occur can therefore be used as evidence, as long as there is certainty that the role will complete that duty/responsibility as described.

Terminology

The below definitions provide a useful starting point in understanding how certain duties or responsibilities are defined within the HERA framework.

Strategic

* Identification of long-term or overall aims and objectives and the means of achieving them.
* The role holder may be involved in strategic planning, for example defining objectives and direction, as well as allocating resources.

Matrix Management

* Managing the activity, motivation and outputs of staff not directly line managed by the post holder.
* This type of management activity may be applicable to project management or business partner roles.

Accountability

* Complete responsibility for deliverables and obliged to both report, as well as justify actions. Unlikely to share accountability with others.

Responsible

* An obligation to complete a task as part of a role. Responsibility can also be shared with others.

HERA Framework

The HERA assessment will contain questions designed to explore a role’s relationship with the 14 categories detailed on the framework, which acknowledge a breadth of possible activities, as well as the impact.

The table below provides information on each of these sections, along with questions to consider in preparation for the assessment.

We recommend that managers not only read the below information, but also make brief notes that detail examples of the below duties.

**If the below criteria are not fully evidenced during the HERA discussion or information is not provided, as to certain duties or responsibilities, we will be unable to acknowledge this information within scoring. This may ultimately impact the grade outcome.**

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| **Communication**  This element covers communication of all kinds including verbal, written and electronic. It also considers the type of information being communicated for example complexity, subject specialist and if this is operational or strategic.   * Audience - e.g senior managers or students? * Reason – why is the communication required and the impact of this? * Frequency * Content - is this operational, complex, responses to queries or involving presentations? * Will the post use standard templates to communicate? * Are they writing reports and how complex is the content – is it strategic, reporting on data, contributing to papers for VCEG? | **Liaison and Networking**  We are looking here to determine the range of contacts the post is required to make with individuals outside of their own team and the frequency of this.   * Primary contacts of the post – is this students, senior managers, members of own team? * Purpose of these liaisons. * Does the role holder take part in working groups or networks – are these external/internal and what impact do they have? * Does the post holder lead any networks or groups? |
| **Teamwork and Motivation**  We are seeking here to understand the contribution made by the post to the team and wider business.   * Where does this role sit within the primary team? * Is this role part of more than one team? * Does this role supervise or oversee workflow for other members of staff? * Does the role undertake formal PDRs and line manage staff? * Will the role matrix manage other individuals? | **Team Development**  This section explores the role of the post in developing the skills and knowledge of other staff within their work area including coaching or giving guidance, as well as the frequency of this.   * Is the role holder a formally registered induction facilitator? * Frequency of inductions? * Will role coach less experienced team members – how often? * Will the post be formally required to train others and what does this involve? |

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| **Service Delivery**  We are seeking here to determine the service provided by the post to their customers, as well as their role in ongoing development to ensure quality delivery.   * What service does this role provide and to who? * Proactive or reactive service? * Will they standards and targets – for their own work, for a service or number of projects, for example KPIs or SLAs? * Impact of the service? * Responsibility for identifying new services or anticipating needs? | **Decision making processes**  This section of the assessment looks to explore the decisions made by the role holder and the impact of this.   * Individual decisions – will the post holder make decisions with no reference to others? * Collaborative decisions – who with, for example a management team or working group? * Advice and recommendations provided that inform the decisions of others – is this specialist, who will utilise this advice? * What do the above decisions relate to – operational, policy, strategic? * Impact of decisions – who is affected, are these long term? |
| **Initiative and problem solving**  This section assesses the role’s involvement in problem solving and how far they identify, develop or select solutions to issues. The type of problem is considered in terms of complexity and the level of creativity required in ascertaining a resolution.   * How far will the role be involved in problem solving? * Type of problems encountered – are there routine or complex? * Who is impacted by the problem and solution? * Reactive or proactive problem solving? | **Planning and organising resources**  We are looking to explore organisation, prioritising and planning resources. This section of the assessment will look to explore the type of planning involved, for example is this operational? It will also explore the scope of this, for example planning own work, work for a team or section.   * Responsible for planning teams, sections, projects, pieces of work or activities? * Responsible for resources and if so what are these, for example * people, time or money/ a budget? * Is the planning required operational or strategic or both? * The scope of planning – is this short or long term? |
| **Analysis and Research**  We are looking to see if the role will be required to collate and analyse quantitative or qualitative data in order to investigate as well as resolve issues.   * Will the role have to collate data and where from? * How easy is it to gather the data? * What type of data will they be working with and is this complex? * Will they analyse this data and determine trends? * Will the data be used by the individual to inform decisions, recommendations or by others? | **Work Environment**  We are looking to confirm the environment in which the role will be required to work and the risks or hazards involved.   * Will the role be primarily office based? * Stability of environment? * Are there any hazards? * Will the post have to adopt measures to mitigate risks?   **Sensory and physical demands**  This section explores if a role will require specific physical skills to complete a task.   * Will the roleholder be required to use specialist equipment other than a computer and standard office tools? |
| **Pastoral and Welfare**  We are seeking to understand the roleholder’s responsibility for the welfare and wellbeing of staff and students. Line managers will hold responsibility for the welfare of direct reports for example, however some roles may hold formal responsibility for managing welfare issues.   * Will the role offer specialist welfare support? * If so, what is the nature of this support and frequency? | **Teaching and Learning Support**  We are looking to assess here the role of the post in teaching others outside of the immediate work team. Aside from including academic staff, this may also include professional service staff delivering training on university wide matters such as GDRP or creating courses required for career progression of staff.   * Will the post deliver online training? * Standard inductions? * Are they designing or amending content for delivery? * Is progress being assessed and feedback given on this? * Are they delivering a curriculum or course module? * How often will the post be delivering teaching and learning support? |
| **Knowledge and Experience**  The final section of the framework assesses the required knowledge and qualifications needed to successfully complete the role including the required minimum professional qualifications, and essential knowledge and skills. | |