Lancaster University

Job Evaluation Scheme
and
Local Guidance

Introduction

The HERA Approach

The Higher Education Role Analysis (HERA) scheme provides an analytical approach to the evaluation of roles, which is consistently applied across all roles.

An analytical approach is needed to ensure that decisions about roles are based on evidence of role requirements, which is assessed against criteria that have been developed locally, are within the overall scheme criteria and which are free from unfair bias.

An evaluation is carried out by assigning a response to each of the 50 evaluation questions, which are spread across the 14 elements of the scheme.

The Response Tables

Each of the 14 elements has a set of questions and responses, which is based on one of the following types:

Single: there is only one question to answer from the available responses.

Linear: there are a number of stand-alone questions, each to be answered separately. The level of demand expected of the role-holder increases with each question.

Matrix: similar to linear in that each question is stand-alone, with an additional dimension to the responses.

Target: The level of demand of the role-holder increases with each question. One of the questions is chosen to represent the main focus. Higher levels can also be assigned for important or occasional role requirements.

Role Analysts

The evaluation of roles using HERA is carried out trained Role Analysts who are all Lancaster University employees. They are responsible for ensuring the consistent application of the scheme in a fair and equitable way.

Local Guidance

The remainder of this document comprises a description of each of the 14 elements, the definitions of each question and the range of possible responses.

Each question also shows a range of local examples of role demands, which are assigned to each question.

This Local Guidance document will continue to be refined and developed in accordance with changing role requirements.

__Communications__ (maximum 80 points)

This element covers all types of communications, and is in 2 parts, oral and written.

This element uses a linear response table which means that each question represents an increasingly complex level.
Responses are:
A = essential requirement, frequently used; B = essential requirement <u>occasionally</u> used
C = not a requirement of the role

__ORAL__
This sub-element covers all types of oral communication. This includes "Signing", hand signals for the hearing and speech impaired, using the telephone and delivering presentations or lectures.

Q1	Description	Receive, understand and convey straightforward information in a clear and accurate manner.
	Local examples	Give directions on campus. Relay messages. Answer routine enquiries, e.g. give dates of events or other factual information.
Q2	Description	Receive, understand and convey information which needs careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey the information to others.
	Local examples	Convey the details of a procedure, process or regulations (e.g. machinery operation, exams procedure) which require an explanation or interpretation of what is involved. Explain course entry requirements, options and implications. Exercise diplomacy and ensure confidential information is not released.
Q3	Description	Receive, understand and convey complex conceptual ideas or complex information which may be highly detailed, technical or specialist.
	Local examples	Communicate taught subjects to students via lectures, tutorials. Negotiate contract terms and conditions. Explain policy, and the underlying legislation to an involved level. Explain (substantial) research findings.

__WRITTEN__
 All types of visual media and written/electronic communication are covered in this sub-element. This includes Braille and other kinds of communication tools used by people with disabilities.

Q4	Description	Receive, understand and convey straightforward information in a clear and accurate manner.
	Local examples	Write messages. Answer routine enquiries, e.g. give dates of events or other factual information.
Q5	Description	Receive, understand and convey information which needs careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey the information to others.
	Local examples	Write the details of a procedure, process or regulations, which require an explanation or interpretation of what is involved. Explain course entry requirements, options and implications. Exercise diplomacy and ensure confidential information is not released.
Q6	Description	Receive, understand and convey complex conceptual ideas or complex information which may be highly detailed, technical or specialist.
	Local examples	Develop degree level teaching material. Write a detailed and substantial contract. Explain policy, and the underlying legislation to an involved level. Explain (substantial) research findings. Written persuasion or influencing of others' thinking and actions.

Teamwork & Motivation (maximum 70 points)

This element covers team work and team leadership when working in both internal and external teams.
Team is defined as more than 2 people who work together to achieve a common purpose.
The definition is used consistently throughout the scheme, particularly in Team Development element.
Internal and external teams and fixed and changing teams are covered.
Leaderless teams and project groups formed to do a specific job are also included.

This is a target response table. The questions increase in level from the lowest (7) to the highest (11). Responses:
A = is used for the level (question number) that is the main focus of the role, and is used only once.
B = is used for level(s) higher than the main focus if it is an important requirement of the role.
C = is used for level(s) higher than the main focus if it is an occasional requirement of the role.
D = is implicit for all levels below the main focus and where it is not a requirement of the role.

Q7	Description	Participate in and deliver a contribution to a team.
	Local examples	An active team member.
Q8	Description	Be supportive and encouraging of others in a team. Help to build co-operation by setting an example and showing a flexible approach to delivering team results. Contribute to building team morale as an active participant in the team.
	Local examples	A team member who works remotely from their supervisor and has to resolve issues which would otherwise be referred to the supervisor. A team member who provides specific guidance and support to other members of the team.
Q9	Description	Clarify the requirements. Agree clear task objectives. Organise and delegate work fairly according to individual abilities. Help the team focus their efforts on the task in hand and motivate individual team members.
	Local examples	Supervisor of a team. Operational leader of a team or project group.
Q10	Description	Form and communicate a clear vision of what is to be achieved overall by a team. Encourage individuals to contribute to this common goal to the best of their ability. Create a sense of unity and common purpose.
	Local examples	Management of a department.
Q11	Description	Understand and manage the inter-relationship between different teams and their impact on the overall aims of the institution.
	Local examples	Leader of a Division or a Faculty. Significant contribution and leadership of the University as a whole.

Liaison & Networking (maximum 65 points)

The element covers internal and external liaison and networking carried out for the benefit of the institution.
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 recurrent basis for professional purposes connected with a role.

This element uses a matrix table of responses:
  A = build a reputation; market the institution; advance the profession or subject; influence external developments; generate benefits for the institution as a whole.
  B = influence events or decisions; undertake active collaboration to pursue a shared interest.
  C = ensure dissemination of information in the right format to the right people at the right time; build relationships and contacts to facilitate future exchange of information.
  D = pass on information promptly; keep people informed to ensure co-ordination of effort and that work is done effectively.
  E = use if any of the above statements are not relevant

Q12	Description	Carry out standard day to day liaison using existing procedures.
Q13	Description	Participate in networks within the institution or externally.
Q14	Description	Initiate, build or lead internal networks. Maintain relationships over time. Establish communication channels for self or others to use.
Q15	Description	Initiate, develop or lead networks which are external to the institution.

Local examples	A	B	C	D	E
Q12 day to day liaison	Highest level research and marketing	Where persuasion is involved, eg potential research funders and collaborators, inc company directors	Progress chase an office or laboratory to ensure a procedure or process operates effectively	Answering enquiries and providing information promptly	No liaison activity
Q13 member of an internal or external network	Member of University wide highest level Group.	Member of internal or external steering group or committee at Faculty, Division or University wide level.	Special interest group, participating and helping others. Departmental committee.	Monitoring & relaying information on circulation lists.	No networking activity
Q14 initiate, build or lead internal network	(no local instances)	Leader of a long term substantial internal network.	Leader of a less substantial or shorter term internal network.	Build working groups.	No activity
Q15 initiate, build or lead external network	Lead a substantial high profile regional or national network.	Lead a network for collaborative or substantial influencing purposes.	Lead role in developing external networks for exchange of information	(no local instances)	No activity

Service Delivery (maximum 70 points)

This element covers the way in which services are provided by the role-holder to "customers". A customer is anyone receiving services from the institution and its staff, e.g. students, potential students, employers, members of the public, industrial and commercial clients, conference participants, job applicants and other people who deal with the institution.

This is a target response table. The questions increase in level from the lowest (7) to the highest (11). Responses: A = is used for the level (question number) that is the main focus of the role, and is used only once. B = is used for level(s) higher than the main focus if it is an important requirement of the role. C = is used for level(s) higher than the main focus if it is an occasional requirement of the role. D = is implicit for all levels below the main focus and where it is not a requirement of the role.

Q16	Description	Deal with internal or external contacts who ask for service or require information. Create a positive image of the institution by being responsive and prompt in responding to requests and referring the user to the right person if necessary. Contact is usually initiated by the customer and typically involves routine tasks with set standards or procedures.
	Local examples	Undertake an established process. Respond to requests for service.
Q17	Description	Deal with internal or external contacts where the service is usually initiated by the role holder, working within the institution's overall procedures or policies. AND OR Understand and explore customers' needs. Adapt the service accordingly to ensure the usefulness or appropriateness and quality of service (content, time, accuracy, level of information, cost).
	Local examples	Proactively initiate or develop the service. Undertake research to identify customer requirements and undertake service improvements.
Q18	Description	Set the overall standards for service across a function or area of the institution. Monitor service levels. Pre-empt changes in customers' needs and anticipate future requirements. Maintain overall quality balancing different demands. Ensure others have the support they need to provide quality service and fulfil their role.
	Local examples	Set standards and service levels across a wide area of service, eg a department.

Decision Making Processes & Outcomes (maximum 70 points)

This element covers any type of decision other than those relating to planning and prioritising work.
It includes decisions relating to finance, physical resources, students, staff, policy matters or any other issue as dictated by the nature of the role.
It is assumed that the best decisions are being made.
The consequences of making the wrong or a poor decision are not considered.

This element is scored using a matrix table of responses, with the questions being independent of each other.
Responses:
A = the most demanding, typically affecting the whole institution impacting on policy and operations.
B = far reaching, complex and long lasting decisions.
C = decisions that have an impact of limited spread which may endure for some time.
D = the lowest level, with immediate impact, can easily be amended with little effect beyond the immediate area of work.
E = no requirement of the role.

Q19	Description	Take independent decisions.
Q20	Description	Be party to some collaborative decisions; work with others to reach an optimal conclusion.
Q21	Description	Provide advice or input to contribute to the decision making of others.

Local examples	A	B	C	D	E
Q19 Take independent decisions	Rare.	Organisations to approach and develop partnerships with.	Admit a student. Interview and select new tutors. Authorising substantial expenditure	Order stationery. How to respond to enquiries. Give coursework extensions.	No independent decisions
Q20 Be party to some collaborative decisions. Work with others to reach an optimal conclusion.	Major University policy decisions.	Structure of a course or programme of study. Develop service and/or major changes to work practices. Re-structure a department.	Staff appointments. Changing a procedure, method, process, affecting others.	Between role-holder and line manager on routine matters.	No joint or collaborative decisions
Q21 Provide advice or input to contribute to the decision making of others.	On University wide strategic matters	On policies or particular strategies. On the implications of new legislation and how to respond.	On procedures, methods and processes.	To individuals on choices open to them.	No advice.

Planning & Organising Resources (maximum 70 points)

This element covers all types of planning and organising resources including financial, capital and people.

This is a target response table. The questions increase in level from the lowest (22) to the highest (26). Responses:
A = is used for the level (question number) that is the main focus of the role, and is used only once.
B = is used for level(s) higher than the main focus if it is an important requirement of the role.
C = is used for level(s) higher than the main focus if it is an occasional requirement of the role.
D = is implicit for all levels below the main focus and where it is not a requirement of the role.

Q22	Description	Complete tasks to a given plan, with allocated resources.
	Local examples	Work to an established schedule, a jobs list or given set of priorities.
Q23	Description	Plan, prioritise and organise their own work or resources to achieve agreed objectives.
	Local examples	Plan own work and decide priorities to meet deadlines. Arrange meetings for a number of people, including diary management.
Q24	Description	Plan, prioritise and organise the work or resources of self and others within own area on a daily, weekly or monthly basis. Plan and manage small projects, ensuring the effective use of resources. Receive information from and provide information to others to complete their planning. Monitor progress against the plan.
	Local examples	Plan the work of a team. Organise an open day or a process involving co-ordination of information or input from others.
Q25	Description	Take responsibility for the operational planning and organisation of larger projects or an area of work. Co-ordinate a number of teams or projects on a monthly, quarterly or annual basis. Set performance standards and establish monitoring procedures to keep track of progress across these different aspects of work. Provide input to longer term planning.
	Local examples	Planning across a department..
Q26	Description	Carry out planning on a long-term or strategic basis that will affect large parts of the institution and possibly national or international activities. (Planning and organisation at this level would typically cover a period of at least three to five years.)
	Local examples	Long-term strategic planning for significant parts of the University.

Initiative & Problem Solving (maximum 80 points)

This element covers resolving problems or issues or anticipating them.
It typically involves investigating a matter by gathering information or being expected to take the initiative.
The role holder may be required to make recommendations or form conclusions regarding a course of action.

This is a target response table. The questions increase in level from the lowest (27) to the highest (30). Responses:
A = is used for the level (question number) that is the main focus of the role, and is used only once.
B = is used for level(s) higher than the main focus if it is an important requirement of the role.
C = is used for level(s) higher than the main focus if it is an occasional requirement of the role.
D = is implicit for all levels below the main focus and where it is not a requirement of the role.

Q27	Description	Solve standard day to day problems as they arise. Choose between a limited number of options which have clear consequences, by following guidelines or referring to what has been done before. Recognise when a problem should be referred to others.
	Local examples	Establish facts relating to enquiries and refer to others when necessary. Progress chase or request information from people. Routine maintenance of basic equipment. Resolve basic IT equipment failure.
Q28	Description	Use initiative and creativity to resolve problems where the optimal solution may not be immediately apparent but has to be assessed by a process of reasoning, weighing up the pros and cons of different approaches. Identify and assess practical options. Break the problem down into component parts.
	Local examples	Resolve a staff disciplinary or grievance issue. Resolve a failure in technical equipment or an IT system.
Q29	Description	Resolve problems where there is a mass of information or diverse, partial and conflicting data, with a range of potential options available. Apply creativity to devise varied solutions, approaching the problem from different perspectives.
	Local examples	Investigate a substantial area of ineffective working or systems failure and develop approaches to resolve the situation. Develop new guidelines and procedures, which address a substantial problem, for University wide application. Create and manufacture custom tools or equipment.
Q30	Description	Resolve problems where there is a lack of precedent which calls for innovation and creative thought to develop appropriate options. Anticipate problems and make projections. Initiate solutions which take into account strategic implications for the institution and which do not limit future choices.
	Local examples	Reorganise a major part of the University, eg a Division, which affects the institution as a whole.

Analysis & Research (maximum 70 points)

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.

This is a target response table. The questions increase in level from the lowest (31) to the highest (35). Responses:
A = is used for the level (question number) that is the main focus of the role, and is used only once.
B = is used for level(s) higher than the main focus if it is an important requirement of the role.
C = is used for level(s) higher than the main focus if it is an occasional requirement of the role.
D = is implicit for all levels below the main focus and where it is not a requirement of the role.

Q31	Description	Establish the basic facts in situations which require further investigation and inform others if necessary.
	Local examples	Check stock levels. Search database for names and addresses. Cash up a till.
Q32	Description	Analyse routine data or information using predetermined procedures and gathering the information from standard sources. Work accurately to complete the task precisely as specified.
	Local examples	Produce data reports and monitor levels of eg income & expenditure. Extensive system database searches. Testing of electrical or other technical system.
Q33	Description	Identify an appropriate existing method of analysis or investigation according to the data and objectives. recognise and interpret trends or patterns in data. identify or source additional information which could potentially help the investigation as the analysis progresses.
	Local examples	Analyse patterns of data over time, interpreting the effects of trends in data (eg student applications, qualifications and degree performance). Investigate alternative teaching and assessment methods. Market research & development of a market strategy for SMEs. Investigate a major (technical or non-technical) systems failure.
Q34	Description	Analyse or research complex ideas, concepts or extensive data from different perspectives. Work out how best to apply existing methodologies according to the overall context, objectives and expectations. Identify the relationship between complex, interdependent factors.
	Local examples	Undertake academic research projects. Identify areas where IT software can simplify existing procedures, enhance services provided and improve performance. Present papers at conferences on project management and leadership, based on a process of scholarship, discussion, interviews and observation. Refine and develop new analytical techniques and methods.
Q35	Description	Identify the research question within a specific context. Generate original ideas to build on existing concepts. Generate new concepts and methodologies. Develop new avenues of research.
	Local examples	Research leadership, strategy and policy.

Sensory & Physical Demands (maximum 50 points)

This element covers the sensory (sight, smell, hearing, taste, touch) and physical aspects of the role.
It concerns the co-ordination, dexterity and skills involved in completing tasks.
It also includes the physical effort required.

This is a single response table, and the whole element is question 36.
The response (A, B, C or D) which best describes the level essential to the role is used, considering:
  o could the role holder work effectively without this level of skill or effort
  o how much training is required for effective and safe performance

A	Description	Carry out highly specialist or very complex tasks requiring either mastery of a wide range of complex sensory or physical techniques or involving unusually intense physical effort.
	Local examples	No local examples.
B	Description	Carry out tasks which require either mastery of a range of sensory or physical techniques, concentration to co-ordinate different senses or precision in applying these sensory skills, or involve considerable physical effort.
	Local examples	Use a lathe. Technical drawing for prolonged periods. Heavy lifting for prolonged periods
C	Description	Carry out tasks at a level which would require either learning certain methods or routines or involve moderate physical effort.
	Local examples	Significant data input or touch typing. Heavy lifting for shorter periods. Drive a vehicle as an integral requirement of the role.
D	Description	Complete basic tasks which would require either a minimum of instruction or light, if any, physical effort.
	Local examples	Normal keyboarding.

Work Environment (maximum 65 points)

This element covers the impact the working environment has on the individual and their ability to respond to and control that environment safely. It considers both of the following:
- role-holder exposure to health & safety risks.
- responsibility for the health and safety of others.

This is a target response table. The questions increase in level from the lowest (37) to the highest (39). Responses:
A = is used for the level (question number) that is the main focus of the role, and is used only once.
B = is used for level(s) higher than the main focus if it is an important requirement of the role.
C = is implicit for all levels below the main focus and where it is not a requirement of the role.

Q37	Definition	Work in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed.
Q38	Definition	Understand how the work environment could impact on their own work or that of colleagues; take standard actions, within health and safety guidelines where applicable, to adapt to the environment.
Q39	Definition	Understand variability in their working environment and its potential negative impact on the work process or health and safety of the individual or colleagues. Determine the level of risk and appropriate response.

Local examples

37	Working in an office or lecture theatre.
37	Using a computer.
38	Dealing with abuse, face to face, over the phone or by email.
38	Working with cleaning chemicals, toilets, broken glass.
38	Working on electrical wiring.
39	Carcinogenic body tissue
39	Dealing with violence.
39	Using a chainsaw.
39	Radiation

For role-holders that are exposed to health and safety risks, it is the residual risk after having applied safe working practices that is considered.

Pastoral Care & Welfare (maximum 65 points)

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 element uses a linear response table which means that each question represents an increasingly complex level. Responses are:
A = essential requirement, frequently used; B = essential requirement occasionally used
C = not a requirement of the role

Q40	Description	Show sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress. Initiate appropriate action by involving relevant people.
Q41	Description	Give advice on commonly occurring welfare issues or queries. Follow standard welfare procedures for the institution. Recognise when an individual should be referred elsewhere for professional help. Respect confidentiality.
Q42	Description	Give support, guidance or pastoral care where standard procedures do not always exist. Maintain confidentiality and build trust. Judge when to listen, when to give advice or guidance and when to refer the individual for professional help. Be fully aware of support networks for both themself and the individual.

Local Guidance - examples

Staff welfare roles:	40	41	42
HODs or equivalent	A	B	A
Middle manager (large area)	A	A	B
Middle manager, Team Leader, most Supervisors	A	A	C
A first point of contact for staff welfare issues	A	C	C

Student welfare roles:			
HOD or equivalent	A	B	A
Academic department role may score up to …	A	A	C
Lecturing	A	A	C
Programme Leader / Course director	A	A	B
Porters	A	C	C
A first point of contact for student welfare issues	A	C	C

Specialist Advisers:
Providing pastoral care and welfare support to students and/or staff may score higher than the standard according to role requirements.

Team Development (maximum 70 points)

This element covers the development of the skills and knowledge of others in the work team. Team is defined as more than 2 people who work together to achieve a common purpose. The definition is used consistently throughout the scheme, particularly in the Teamwork and Motivation element. Internal and external teams and fixed and changing teams are covered. Leaderless teams and project groups formed to do a specific job are also included.		
This element uses a linear response table which means that each question represents an increasingly complex level. Responses are: A = essential requirement, frequently used; B = essential requirement occasionally used C = not a requirement of the role		
Q43	Description	Advise or guide new starters working in the same role or unit on standard information or procedures.
Q44	Description	Train or guide others on specific tasks, issues or activities. Give advice, guidance and feedback on the basis of their own knowledge or experience. Delivers training.
Q45	Description	Carry out training or development activity according to the needs of the individual or group. Identify current capabilities and future needs. Define the performance standards required. Identify appropriate developmental activity. Assess the application of learning. Give feedback and guidance on overall performance.

Local Guidance

Standard approach:	43	44	45
Manager (or equivalent) of a sizeable operation.	B	A	A
Manager or Team Leader of a smaller operation	B	A	B
Programme Leader / Course Director	B	A	B
Departmental Officer	A	B	B
Lecturer	B	A	C
Supervisor of: • Variable processes	B	A	C
Team member: • Variable processes which require specialist expertise	B	A	C
Supervisor of: • Repetitive processes	A	B	C
Team member: • Variable processes	B	B	C
Team member: • Repetitive processes	B	C	C

Teaching & Learning Support (maximum 95 points)

All types of teaching and learning support provided to those <u>outside the role holder's immediate work team</u> are included in this element. It covers the development of the skills and knowledge of:

- Students
- Staff and others who are not part of the immediate work team.

This element uses a <u>matrix</u> table of responses:

A = develop innovative approaches to the learning experience and the curriculum; originate content and methodology.

B = design content or learning materials within existing frameworks; make appropriate modifications to existing materials on the basis of the knowledge or experience of the learner(s).

C = provide standard information or deliver teaching or training.

D = Use if any of the above statements are not a requirement of the role.

Q46	Description	Introduce students or others who are new to the area to standard information or procedures.
Q47	Description	Teach or train students or others on specific tasks, issues or activities. Assess performance and provide feedback during the event.
Q48	Description	Teach, train or facilitate development activities for individuals or groups on certain aspects or subjects within a particular academic discipline or specialism. Monitor performance giving feedback and guidance. Act as a catalyst for further development or learning.
Q49	Description	Deliver a range of teaching or development activity within a particular academic discipline or specialism, teaching across the breadth or depth of the subject. Challenge thinking and foster debate. Encourage the development of intellectual reasoning and rigour.

Local Guidance

Levels of the scheme	A	B	C	D
Q46 Introduce standard information (e.g. via presentations)	Responsible for specifying desired outcomes. Eg safety training for staff & students (Safety Officer)	Develop or alter the content of what is presented.	Delivers.	Not required
Q47 Teach / train tasks, issues or activities. Interactive with assessment / feedback during the event.	Responsible for specifying desired outcomes.	Develop or alter the content of what is presented.	Delivers.	Not required
Q48 Teach, train or facilitate development. Monitor performance, give feedback & guidance. Act as catalyst for further development or learning.	Develop innovative approaches to delivery and/or assessment.	Lecturing. Tutorials. Project supervision. Guidance and assessment.	Rare. Make small contributions to advances of study e.g. sets exam questions.	Not required
Q49 Responsibility for developing the curriculum or approaches to teaching or development across a broad area.	Responsible for a Department's overall teaching quality and development.	Course Director, programme director or equivalent.	Contributes to course design.	Not required

Knowledge & Experience (maximum 80 points)

This element covers the knowledge required to carry out the role, whether it is acquired through education and qualifications or through other means. It also covers the relevant experience needed to carry out the role.

This is a single response table, and the whole element is question 50.
The response (A, B, C, D, E or F) which best describes the level essential to the role is used.

A	Description	Be a leading authority in their subject or profession with widespread professional or public recognition.
	Local examples	International research reputation.
B	Description	Be recognised as an authority in their field or specialism within the institution or amongst external peers, based on demonstrated expertise. Shape and influence developments within the institution through their own contribution to their area of expertise.
	Local examples	Head of a specialist professional unit.
C	Description	Apply a breadth or depth of experience showing full working knowledge and proficiency of their own area of expertise. Act as a point of reference to others. Demonstrate continuous specialist development, acquiring and refining skills and expertise in new or related areas through undertaking and encouraging internal or external development activity.
	Local examples	Adviser on staff or student matters. Lecturer.
D	Description	Apply working knowledge of theory and practice, sharing this knowledge with others as appropriate. Demonstrate continuous specialist development by acquiring relevant skills and competencies.
	Local examples	Supervisor with full range of staff responsibilities. Professional development requirement.
E	Description	Have sufficient knowledge or expertise to work on day to day issues in their own area without direct or continuous reference to others.
	Local examples	Uses various systems of working eg computer software packages, without reference to others.
F	Description	Be aware of basic principles and practices. Have an understanding of the systems and procedures which directly impact on their own work and be supervised or work closely with colleagues s/he can turn to for support.
	Local examples	Repetitive processing, requiring limited training.