

**HERA  
ACADEMIC RELATED BENCHMARK DESCRIPTIONS –  
(PROFESSIONAL) COMPUTING**
**PROFESSIONAL EXPERTISE**

<b>Knowledge and Experience</b>		
<b>Grade 6</b> (AR 1)	Applies working knowledge of professional theory and practice and shares knowledge with others. Demonstrates continuous specialist development by acquiring relevant skills and competencies.	<b>35</b> <b>(D)</b>
<b>Grade 7</b> (AR 2)	Applies working knowledge of professional theory and practice and shares knowledge with others. Demonstrates continuous specialist development by acquiring relevant skills and competencies.	<b>35</b> <b>(D)</b>
<b>Grade 8</b> (AR 3)	Applies a breadth or depth of experience showing full working knowledge and proficiency of own area of expertise. Possesses specialist or professional knowledge of general principles. Acts as a point of reference to others and demonstrates continuous specialist development acquiring and refining skills and expertise in new or related areas.	<b>50</b> <b>(C)</b>
<b>Grade 9</b> (AR 5)	Applies a breadth or depth of experience showing full working knowledge and proficiency of own area of expertise. Possesses specialist or professional knowledge of general principles. Acts as a point of reference to others and demonstrates continuous specialist development acquiring and refining skills and expertise in new or related areas.	<b>50</b> <b>(C)</b>
<b>Communication (Combined score)</b>		
<b>(Oral)</b>		
<b>Grade 6</b> (AR 1)	Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Additionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.	<b>66</b> <b>(AAA)</b>
<b>Grade 7</b> (AR 2)	Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Additionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.	<b>66</b> <b>(AAA)</b>
<b>Grade 8</b> (AR 3)	Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Additionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.	<b>73</b> <b>(AAA)</b>
<b>Grade 9</b> (AR 5)	Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Additionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.	<b>80</b> <b>(AAA)</b>
<b>(Written)</b>		
<b>Grade 6</b> (AR 1)	Frequently conveys basic factual information in a clear and accurate manner. Occasionally clarifies complex issues which require careful explanation or interpretation to help others understand, taking into account what to communicate and the best method to convey the information to others. Occasionally receives and is required to understand and convey complex conceptual information which may be highly detailed, technical or specialist.	<b>ABB</b>
<b>Grade 7</b>	Frequently conveys basic factual information in a clear and accurate manner. Occasionally clarifies complex	<b>ABB</b>

(AR 2)	issues which require careful explanation or interpretation to help others understand, taking into account what to communicate and the best method to convey the information to others. Occasionally receives and is required to understand and convey complex conceptual information which may be highly detailed, technical or specialist.	
<b>Grade 8</b> (AR 3)	Frequently conveys basic factual information and clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others. Occasionally receives and is required to understand and convey complex conceptual information which may be highly detailed, technical or specialist.	<b>AAB</b>
<b>Grade 9</b> (AR 5)	Frequently conveys basic factual information, clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others. Receives, understands and conveys complex conceptual information which may be highly detailed, technical or specialist.	<b>AAA</b>
<b>Decision Making</b>		
<b>Grade 6</b> (AR 1)	Makes independent decisions that affect either the role holder or immediate colleagues and can be revised as and when required. Contributes to collaborative decisions that will have an impact of limited spread but may endure for some time. Provides advice or input to the decision making of others that will have an impact of limited spread that may endure for some time.	<b>30</b> <b>(DCC)</b>
<b>Grade 7</b> (AR 2)	Makes independent decisions that affect either the role holder or immediate colleagues and will have an impact of limited spread but may endure for some time. Contributes to collaborative decisions that will have an impact of limited spread but may endure for some time. Provides advice or input to the decision making of others that will have an impact of limited spread but may endure for some time.	<b>37</b> <b>(CCC)</b>
<b>Grade 8</b> (AR 3)	Makes independent decisions that affect either the role holder or immediate colleagues and will have an impact of limited spread but may endure for some time. Contributes to collaborative decisions that will have an impact of limited spread but may endure for some time. Provides advice or input to the decision making of others regarding far reaching, complex and long lasting decisions.	<b>41</b> <b>(CCB)</b>
<b>Grade 9</b> (AR 5)	Makes independent decisions that affect either the role holder or immediate colleagues and will have an impact of limited spread but may endure for some time. Contributes to collaborative decisions that will have an impact of limited spread but may endure for some time. Provides advice or input to the decision making of others regarding far reaching, complex and long lasting decisions.	<b>41</b> <b>(CCB)</b>
<b>Initiative and Problem Solving</b>		
<b>Grade 6</b> (AR 1)	Required to use judgement to resolve those problems that are predictable but occur less frequently by following either a set of procedures or guidelines. Occasionally resolves several complex problems at the same time which do not have a clear solution and available guidance is not specific.	<b>31</b> <b>(DACD)</b>
<b>Grade 7</b> (AR 2)	Required to use judgement to resolve those problems that are predictable but occur less frequently by following either a set of procedures or guidelines. Resolves several complex problems at the same time which do not have a clear solution and available guidance is not specific.	<b>39</b> <b>(DABD)</b>
<b>Grade 8</b> (AR 3)	Frequently resolves several complex problems at the same time which do not have a clear solution and available guidance is not specific.	<b>55</b> <b>(DDAD)</b>
<b>Grade 9</b> (AR 5)	Frequently resolves several complex problems at the same time which do not have a clear solution and available guidance is not specific. Occasionally resolves problems where there is a lack of precedent and which require innovation and creative thought to develop appropriate options. Significant adjustments within the institution are needed to make the necessary changes/ action.	<b>58</b> <b>(DDAC)</b>
<b>Liaison and Networking</b>		
<b>Grade 6</b> (AR 1)	Carries out standard day to day liaison outside the immediate work team using existing procedures and participates in either internal or external networks to ensure that the dissemination of information is in the correct format within set timescales and to build relationships and contacts to facilitate the future exchange of information. Initiates, builds or leads internal networks in order to pass on information promptly and to keep people informed ensuring work is carried out effectively.	<b>20</b> <b>(CCDE)</b>
<b>Grade 7</b> (AR 2)	Carries out standard day to day liaison outside the immediate work team using existing procedures and participates in either internal or external networks to ensure that the dissemination of information is in the correct format within set timescales and to build relationships and contacts to facilitate the future exchange of information. Initiates, builds or leads internal networks in order to pass on information promptly and to	<b>20</b> <b>(CCDE)</b>

	keep people informed ensuring work is carried out effectively.	
<b>Grade 8</b> (AR 3)	Carries out standard day to day liaison outside the immediate work team using existing procedures to influence events or decisions of others, pursuing shared interests and ensuring time is efficiently used. Participates in either internal or external networks and will also initiate, build or lead internal networks to ensure that the dissemination of information is in the correct format within set timescales and to build relationships and contacts to facilitate the future exchange of future information.	<b>27</b> <b>(BCCE)</b>
<b>Grade 9</b> (AR 5)	Carries out standard day to day liaison outside the immediate work team using existing procedures and participates in either internal or external networks to influence events or decisions of others, pursuing shared interests and ensuring time is efficiently used. Initiates, builds or leads networks to ensure that the dissemination of information is in the correct format within set timescales.	<b>30</b> <b>(BBCE)</b>

## **MANAGERIAL RESPONSIBILITIES**

<b>Teamwork and Motivation</b>		
<b>Grade 6</b> (AR 1)	Required to participate in and deliver contribution to a team and offers mutual support to colleagues within a team. This may be in a self directed or leaderless team, or in a team where the role holder acts as a role model to less experienced colleagues. Occasionally required to oversee the work of a team, allocate tasks, monitor performance and provide feedback.	<b>9</b> <b>(ABCDD)</b>
<b>Grade 7</b> (AR 2)	Required to participate in and deliver contribution to a team and offers mutual support to colleagues within a team. This may be in a self directed or leaderless team, or in a team where the role holder acts as a role model to less experienced colleagues. Occasionally required to oversee the work of a team, allocate tasks, monitor performance and provide feedback.	<b>9</b> <b>(ABCDD)</b>
<b>Grade 8</b> (AR 3)	Required to offer mutual support to colleagues within a team. This may be in a self directed or leaderless team, or in a team where the role holder acts as a role model to less experienced colleagues. Additionally required to oversee the work of a team, allocate tasks, monitor performance and provide feedback and occasionally sets goals and direction of the team, however the general guidance and overall direction of the team and its work is supplied by someone else.	<b>28</b> <b>(DABCD)</b>
<b>Grade 9</b> (AR 5)	Responsible for overseeing the work of a team, allocating tasks, monitoring performance and providing feedback. Sets goals and direction of the team, however the general guidance and overall direction of the team and its work is supplied by someone else.	<b>45</b> <b>(DDABD)</b>
<b>Planning and Organising</b>		
<b>Grade 6</b> (AR 1)	Plans and organises own work with reference to others. Assesses and reassesses priorities as required.	<b>20</b> <b>(DADDD)</b>
<b>Grade 7</b> (AR 2)	Plans and organises own work with reference to others. Assesses and reassesses priorities as required.	<b>20</b> <b>(DADDD)</b>
<b>Grade 8</b> (AR 3)	Plans and organises own work with reference to others. Occasionally responsible for planning and organising the work of others, managing small projects and the resources to meet laid down objectives. Assesses and reassesses priorities as required.	<b>21</b> <b>(DACDD)</b>
<b>Grade 9</b> (AR 5)	Responsible for planning and organising the work of others, managing small projects and the resources to meet laid down objectives. Assesses and reassesses priorities as required. Occasionally provides input to longer term planning and has the responsibility for the operational planning and organisation of larger projects or areas of work that would require the co-ordination of a number of teams.	<b>39</b> <b>(DDACD)</b>
<b>Team Development</b>		
<b>Grade 6</b> (AR 1)	Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. As and when required provides training, instruction and feedback on the basis of their own knowledge and experience, either on a formal or informal basis.	<b>25</b> <b>(BBC)</b>
<b>Grade 7</b> (AR 2)	Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. As and when required provides training, instruction and feedback on the basis of their own knowledge and experience, either on a formal or informal basis.	<b>25</b> <b>(BBC)</b>

<b>Grade 8</b> (AR 3)	Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. Frequently provides training, guidance and feedback to other members of the team based on their own knowledge and experience, either on a formal or informal basis.	<b>37</b> <b>(BAC)</b>
<b>Grade 9</b> (AR 5)	Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. Frequently provides training, guidance and feedback to other members of the team based on their own knowledge and experience, either on a formal or informal basis. Occasionally identifies the training and development needs of team members, provides training or development and gives feedback and guidance on overall performance.	<b>48</b> <b>(BAB)</b>
<b>Pastoral Care and Welfare</b>		
<b>Grade 6</b> (AR 1)	Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries, follows standard welfare procedures and recognises when an individual should be referred to others within the institution.	<b>23</b> <b>(BBC)</b>
<b>Grade 7</b> (AR 2)	Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries, follows standard welfare procedures and recognises when an individual should be referred to others within the institution.	<b>23</b> <b>(BBC)</b>
<b>Grade 8</b> (AR 3)	Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries, follows standard welfare procedures and recognises when an individual should be referred to others within the institution.	<b>23</b> <b>(BBC)</b>
<b>Grade 9</b> (AR 5)	Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries following standard welfare procedures. At times provides support and guidance on complex and serious welfare issues where standard procedures do not always exist. Uses judgement to recognise when individuals should be referred elsewhere for professional help.	<b>34</b> <b>(BBB)</b>
<b>Work Environment</b>		
<b>Grade 6</b> (AR 1)	Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. Has no health and safety responsibilities for others beyond due care and diligence.	<b>19</b> <b>(ACC)</b>
<b>Grade 7</b> (AR 2)	Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. (Normally) has no health and safety responsibilities for others beyond due care and diligence.	<b>19</b> <b>(ACC)</b>
<b>Grade 8</b> (AR 3)	Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. (Normally) has no health and safety responsibilities for others beyond due care and diligence.	<b>19</b> <b>(ACC)</b>
<b>Grade 9</b> (AR 5)	Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. However, may at times be required to take standard actions within health and safety guidelines to adapt the environment for safer working, taking into account the health and safety of other people.	<b>23</b> <b>(ABC)</b>

## **SERVICE PROVISION**

<b>Teaching and Learning Support</b>		
<b>Grade 6</b> (AR 1)	Provides students and others who are new to the area to standard information or guidance on procedures. Designs content or learning materials within existing frameworks and makes appropriate modifications as and when. Additionally provides standard information when conducting short one-off training sessions or lectures and assesses performance and provides feedback during the event.	<b>21</b> <b>(BCDD)</b>
<b>Grade 7</b> (AR 2)	Provides students and others who are new to the area to standard information or guidance on procedures. Designs content or learning materials within existing frameworks and makes appropriate modifications as and when. Additionally provides standard information when conducting short one-off training sessions or lectures and assesses performance and provides feedback during the event.	<b>21</b> <b>(BCDD)</b>
<b>Grade 8</b>	Provides students and others who are new to the area to standard information or guidance on procedures. Designs content or learning materials within existing frameworks and makes appropriate modifications as	<b>21</b> <b>(BCDD)</b>

<b>8</b> (AR 3)	and when. Additionally provides standard information when conducting short one-off training sessions or lectures and assesses performance and provides feedback during the event.	
<b>Grade 9</b> (AR 5)	Provides students and others who are new to the area to standard information or guidance on procedures. Designs content or learning materials within existing frameworks and makes appropriate modifications as and when. Additionally provides standard information when conducting short one-off training sessions or lectures and assesses performance and provides feedback during the event.	<b>21</b> <b>(BCDD)</b>
<b>Service Delivery</b>		
<b>Grade 6</b> (AR 1)	Provides support, advice and information to staff, students and external institutions as and when requested. Occasionally initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements.	<b>24</b> <b>(ACD)</b>
<b>Grade 7</b> (AR 2)	Provides support, advice and information to staff, students and external institutions as and when requested. Regularly initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements.	<b>25</b> <b>(ABD)</b>
<b>Grade 8</b> (AR 3)	Provides support, advice and information to staff, students and external institutions as and when requested. Regularly initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements. Occasionally responsible for setting overall standards for service across a function or area of the institution.	<b>34</b> <b>(ABC)</b>
<b>Grade 9</b> (AR 5)	Initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements. Occasionally responsible for setting overall standards for service across a function or area of the institution.	<b>55</b> <b>(DAC)</b>
<b>Analysis and Research</b>		
<b>Grade 6</b> (AR 1)	Gathers and manipulates routine data so that it can be interpreted by others. Occasionally decides how to conduct investigations, analyse and interpret the data collected. Will also occasionally analyse or research complex ideas or extensive data from different perspectives and identify how to apply appropriate methodologies.	<b>24</b> <b>(DACCD)</b>
<b>Grade 7</b> (AR 2)	Gathers and manipulates routine data so that it can be interpreted by others and decides how to conduct investigations, analyse and interpret the data collected. Occasionally analyses or researches complex ideas or extensive data from different perspectives and identifies how to apply appropriate methodologies.	<b>28</b> <b>(DABCD)</b>
<b>Grade 8</b> (AR 3)	Decides how to conduct investigations as well as analysing and interpreting the data collected. Occasionally analyses or researches complex ideas or extensive data from different perspectives and identifies how to apply appropriate methodologies.	<b>39</b> <b>DDACD)</b>
<b>Grade 9</b> (AR 5)	Decides how to conduct investigations as well as analysing and interpreting the data collected. Analyses or researches complex ideas or extensive data from different perspectives and identifies how to apply appropriate methodologies.	<b>45</b> <b>(DDABD)</b>

## OTHER

<b>Sensory and Physical Demands</b>		
<b>Grade 6</b> (AR 1)	Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.	<b>5</b> <b>(D)</b>
<b>Grade 7</b> (AR 2)	Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.	<b>5</b> <b>(D)</b>
<b>Grade 8</b> (AR 3)	Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.	<b>5</b> <b>(D)</b>
<b>Grade 9</b>	Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief	<b>5</b> <b>(D)</b>

<b>9</b> (AR 5)	demonstration and short periods of practice.	
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**(DRAFT)- CURRENTLY  
UNDER DISCUSSION WITH  
TRADE UNIONS**

**ACADEMIC RELATED BENCHMARK SCORES  
 (PROFESSIONAL) COMPUTING**
**PROFESSIONAL EXPERTISE**

HERA Element	Grade 6	Grade 7	Grade 8	Grade 9
Knowledge and Experience	35 (D)	35 (D)	50 (C)	50 (C)
Communication	66	66	73	80
Oral	(AAA)	(AAA)	(AAA)	(AAA)
Written	(ABB)	(ABB)	(AAB)	(AAA)
Decision Making	30 (DCC)	37 (CCC)	41 (CCB)	41 (CCB)
Initiative and Problem Solving	31 (DACD)	39 (DABD)	55 (DDAD)	58 (DDAC)
Liaison and Networking	20 (CCDE)	20 (CCDE)	27 (BCCE)	30 (BBCE)

**MANAGERIAL RESPONSIBILITIES**

HERA Element	Grade 6	Grade 7	Grade 8	Grade 9
Teamwork and Motivation	9 (ABCDD)	9 (ABCDD)	28 (DABCD)	45 (DDABD)
Planning and Organising	20 (DADDD)	20 (DADDD)	21 (DACDD)	39 (DDACD)
Team Development	25 (BBC)	25 (BBC)	37 (BAC)	48 (BAB)
Pastoral Care and Welfare	23 (BBC)	23 (BBC)	23 (BBC)	34 (BBB)
Work Environment	19 (ACC)	19 (ACC)	19 (ACC)	23 (ABC)

**SERVICE PROVISION**

HERA Element	Grade 6	Grade 7	Grade 8	Grade 9
Teaching and Learning Support	21 (BCDD)	21 (BCDD)	21 (BCDD)	21 (BCDD)
Service Delivery	24 (ACD)	25 (ABD)	34 (ABC)	55 (DAC)
Analysis and Research	24 (DACCD)	28 (DABCD)	39 (DDACD)	45 (DDABD)

**OTHER**

HERA Element	Grade 6	Grade 7	Grade 8	Grade 9
Sensory and Physical Demands	5 (D)	5 (D)	5 (D)	5 (D)
<b>TOTAL</b>	<b>352</b>	<b>372</b>	<b>473</b>	<b>574</b>



**(DRAFT)- CURRENTLY  
UNDER DISCUSSION WITH  
TRADE UNIONS**

THE UNIVERSITY  
*of* LIVERPOOL

**GENERIC ACADEMIC RELATED BENCHMARK/ ROLE PROFILE  
PROFESSIONAL COMPUTING  
GRADE SIX**

**ROLE PURPOSE & UNIVERSITY CONTEXT**

**Role Overview:**

*(Brief description of the main purpose of the role)*

**University Context:**

*(Brief description of the role's context within the University)*

**CORE ACCOUNTABILITIES**

*(Responsibilities and Duties)*

\*See pages 2 and 3 for the Hera related statements/competencies underpinning the role.



## HERA STATEMENTS/COMPETENCIES

### PROFESSIONAL GROUP

#### **Knowledge and Experience**

Applies working knowledge of professional theory and practice and shares knowledge with others. Demonstrates continuous specialist development by acquiring relevant skills and competencies.

#### **Oral Communication**

Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Additionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.

#### **Written Communication**

Frequently conveys basic factual information in a clear and accurate manner. Occasionally clarifies complex issues which require careful explanation or interpretation to help others understand, taking into account what to communicate and the best method to convey the information to others. Occasionally receives and is required to understand and convey complex conceptual information which may be highly detailed, technical or specialist.

#### **Decision Making Processes and Outcomes**

Makes independent decisions that affect either the role holder or immediate colleagues and can be revised as and when required. Contributes to collaborative decisions that will have an impact of limited spread but may endure for some time. Provides advice or input to the decision making of others that will have an impact of limited spread that may endure for some time.

#### **Initiative and Problem Solving**

Required to use judgement to resolve those problems that are predictable but occur less frequently by following either a set of procedures or guidelines. Occasionally resolves several complex problems at the same time which do not have a clear solution and available guidance is not specific.

#### **Liaison and Networking**

Carries out standard day to day liaison outside the immediate work team using existing procedures and participates in either internal or external networks to ensure that the dissemination of information is in the correct format within set timescales and to build relationships and contacts to facilitate the future exchange of information. Initiates, builds or leads internal networks in order to pass on information promptly and to keep people informed ensuring work is carried out effectively.

### MANAGERIAL RESPONSIBILITIES

#### **Teamwork and Motivation**

Required to participate in and deliver contribution to a team and offers mutual support to colleagues within a team. This may be in a self directed or leaderless team, or in a team where the role holder acts as a role model to less experienced colleagues. Occasionally required to oversee the work of a team, allocate tasks, monitor performance and provide feedback.

#### **Planning and Organising**

Plans and organises own work with reference to others. Assesses and reassesses priorities as required.

#### **Team Development**

Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. As and when required provides training, instruction and feedback on the basis of their own knowledge and experience, either on a formal or informal basis.

#### **Pastoral Care and Welfare**

Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries, follows standard welfare procedures and recognises when an individual should be referred to others within the institution.

**Work Environment**

Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. Has no health and safety responsibilities for others beyond due care and diligence.

**SERVICE PROVISION****Teaching and Learning Support**

Provides students and others who are new to the area to standard information or guidance on procedures. Designs content or learning materials within existing frameworks and makes appropriate modifications as and when. Additionally provides standard information when conducting short one-off training sessions or lectures and assesses performance and provides feedback during the event.

**Service Delivery**

Provides support, advice and information to staff, students and external institutions as and when requested. Occasionally initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements.

**Analysis and Research**

Gathers and manipulates routine data so that it can be interpreted by others. Occasionally decides how to conduct investigations, analyse and interpret the data collected. Will also occasionally analyse or research complex ideas or extensive data from different perspectives and identify how to apply appropriate methodologies.

**OTHER****Sensory and Physical Demands**

Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.

**(DRAFT)- CURRENTLY  
UNDER DISCUSSION WITH  
TRADE UNIONS**



**(DRAFT)- CURRENTLY  
UNDER DISCUSSION WITH  
TRADE UNIONS**

THE UNIVERSITY  
*of* LIVERPOOL

**GENERIC ACADEMIC RELATED BENCHMARK/ROLE PROFILE  
PROFESSIONAL COMPUTING  
GRADE SEVEN**

**ROLE PURPOSE & UNIVERSITY CONTEXT**

**Role Overview:**

*(Brief description of the main purpose of the role)*

**University Context:**

*(Brief description of the role's context within the University)*

**CORE ACCOUNTABILITIES**

*(Responsibilities and Duties)*

## HERA STATEMENTS/COMPETENCIES

### PROFESSIONAL GROUP

#### **Knowledge and Experience**

Applies working knowledge of professional theory and practice and shares knowledge with others. Demonstrates continuous specialist development by acquiring relevant skills and competencies.

#### **Oral Communication**

Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Additionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.

#### **Written Communication**

Frequently conveys basic factual information in a clear and accurate manner. Occasionally clarifies complex issues which require careful explanation or interpretation to help others understand, taking into account what to communicate and the best method to convey the information to others. Occasionally receives and is required to understand and convey complex conceptual information which may be highly detailed, technical or specialist.

#### **Decision Making Processes and Outcomes**

Makes independent decisions that affect either the role holder or immediate colleagues and will have an impact of limited spread but may endure for some time. Contributes to collaborative decisions that will have an impact of limited spread but may endure for some time. Provides advice or input to the decision making of others that will have an impact of limited spread but may endure for some time.

#### **Initiative and Problem Solving**

Required to use judgement to resolve those problems that are predictable but occur less frequently by following either a set of procedures or guidelines. Resolves several complex problems at the same time which do not have a clear solution and available guidance is not specific.

#### **Liaison and Networking**

Carries out standard day to day liaison outside the immediate work team using existing procedures and participates in either internal or external networks to ensure that the dissemination of information is in the correct format within set timescales and to build relationships and contacts to facilitate the future exchange of information. Initiates, builds or leads internal networks in order to pass on information promptly and to keep people informed ensuring work is carried out effectively.

### MANAGERIAL RESPONSIBILITIES

#### **Teamwork and Motivation**

Required to participate in and deliver contribution to a team and offers mutual support to colleagues within a team. This may be in a self directed or leaderless team, or in a team where the role holder acts as a role model to less experienced colleagues. Occasionally required to oversee the work of a team, allocate tasks, monitor performance and provide feedback.

#### **Planning and Organising**

Plans and organises own work with reference to others. Assesses and reassesses priorities as required.

#### **Team Development**

Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. As and when required provides training, instruction and feedback on the basis of their own knowledge and experience, either on a formal or informal basis.

#### **Pastoral Care and Welfare**

Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries, follows standard welfare procedures and recognises when an individual should be referred to others within the institution.

**Work Environment**

Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. (Normally) has no health and safety responsibilities for others beyond due care and diligence.

**SERVICE PROVISION****Teaching and Learning Support**

Provides students and others who are new to the area to standard information or guidance on procedures. Designs content or learning materials within existing frameworks and makes appropriate modifications as and when. Additionally provides standard information when conducting short one-off training sessions or lectures and assesses performance and provides feedback during the event.

**Service Delivery**

Provides support, advice and information to staff, students and external institutions as and when requested. Regularly initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements.

**Analysis and Research**

Gathers and manipulates routine data so that it can be interpreted by others and decides how to conduct investigations, analyse and interpret the data collected. Occasionally analyses or researches complex ideas or extensive data from different perspectives and identifies how to apply appropriate methodologies.

**OTHER****Sensory and Physical Demands**

Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.

**(DRAFT)- CURRENTLY  
UNDER DISCUSSION WITH  
TRADE UNIONS**



**(DRAFT)- CURRENTLY  
UNDER DISCUSSION WITH  
TRADE UNIONS**

THE UNIVERSITY  
*of* LIVERPOOL

**GENERIC ACADEMIC RELATED BENCHMARK/ROLE PROFILE  
PROFESSIONAL COMPUTING  
GRADE EIGHT**

**ROLE PURPOSE & UNIVERSITY CONTEXT**

**Role Overview:**

*(Brief description of the main purpose of the role)*

**University Context:**

*(Brief description of the role's context within the University)*

**CORE ACCOUNTABILITIES**

*(Responsibilities and Duties)*

\*See pages 2 and 3 for the Hera related statements/competencies underpinning the role.

## HERA STATEMENTS/COMPETENCIES

### PROFESSIONAL GROUP

#### **Knowledge and Experience**

Applies a breadth or depth of experience showing full working knowledge and proficiency of own area of expertise. Possesses specialist or professional knowledge of general principles. Acts as a point of reference to others and demonstrates continuous specialist development acquiring and refining skills and expertise in new or related areas.

#### **Oral Communication**

Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Additionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.

#### **Written Communication**

Frequently conveys basic factual information and clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others. Occasionally receives and is required to understand and convey complex conceptual information which may be highly detailed, technical or specialist.

#### **Decision Making Processes and Outcomes**

Makes independent decisions that affect either the role holder or immediate colleagues and will have an impact of limited spread but may endure for some time. Contributes to collaborative decisions that will have an impact of limited spread but may endure for some time. Provides advice or input to the decision making of others regarding far reaching, complex and long lasting decisions.

#### **Initiative and Problem Solving**

Frequently resolves several complex problems at the same time which do not have a clear solution and available guidance is not specific.

#### **Liaison and Networking**

Carries out standard day to day liaison outside the immediate work team using existing procedures to influence events or decisions of others, pursuing shared interests and ensuring time is efficiently used. Participates in either internal or external networks and will also initiate, build or lead internal networks to ensure that the dissemination of information is in the correct format within set timescales and to build relationships and contacts to facilitate the future exchange of future information.

### MANAGERIAL RESPONSIBILITIES

#### **Teamwork and Motivation**

Required to offer mutual support to colleagues within a team. This may be in a self directed or leaderless team, or in a team where the role holder acts as a role model to less experienced colleagues. Additionally required to oversee the work of a team, allocate tasks, monitor performance and provide feedback and occasionally sets goals and direction of the team, however the general guidance and overall direction of the team and its work is supplied by someone else.

#### **Planning and Organising**

Plans and organises own work with reference to others. Occasionally responsible for planning and organising the work of others, managing small projects and the resources to meet laid down objectives. Assesses and reassesses priorities as required.

#### **Team Development**

Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. Frequently provides training, guidance and feedback to other members of the team based on their own knowledge and experience, either on a formal or informal basis.

#### **Pastoral Care and Welfare**

Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries, follows standard welfare procedures and recognises when an individual should be referred to others within the institution.

**Work Environment**

Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. (Normally) has no health and safety responsibilities for others beyond due care and diligence.

**SERVICE PROVISION****Teaching and Learning Support**

Provides students and others who are new to the area to standard information or guidance on procedures. Designs content or learning materials within existing frameworks and makes appropriate modifications as and when. Additionally provides standard information when conducting short one-off training sessions or lectures and assesses performance and provides feedback during the event.

**Service Delivery**

Provides support, advice and information to staff, students and external institutions as and when requested. Regularly initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements. Occasionally responsible for setting overall standards for service across a function or area of the institution.

**Analysis and Research**

Decides how to conduct investigations as well as analysing and interpreting the data collected. Occasionally analyses or researches complex ideas or extensive data from different perspectives and identifies how to apply appropriate methodologies.

**OTHER****Sensory and Physical Demands**

Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.

**(DRAFT)- CURRENTLY  
UNDER DISCUSSION WITH  
TRADE UNIONS**





**(DRAFT)- CURRENTLY  
UNDER DISCUSSION WITH  
TRADE UNIONS**

THE UNIVERSITY  
*of* LIVERPOOL

**GENERIC ACADEMIC RELATED BENCHMARK  
PROFESSIONAL COMPUTING  
GRADE NINE**

**ROLE PURPOSE & UNIVERSITY CONTEXT**

**Role Overview:**

*(Brief description of the main purpose of the role)*

**University Context:**

*(Brief description of the role's context within the University)*

**CORE ACCOUNTABILITIES**

*(Responsibilities and duties)*

\*See pages 2 and 3 for the Hera related statements/competencies underpinning the role.

## HERA STATEMENTS/COMPETENCIES

### PROFESSIONAL GROUP

#### **Knowledge and Experience**

Applies a breadth or depth of experience showing full working knowledge and proficiency of own area of expertise. Possesses specialist or professional knowledge of general principles. Acts as a point of reference to others and demonstrates continuous specialist development acquiring and refining skills and expertise in new or related areas.

#### **Oral Communication**

Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Additionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.

#### **Written Communication**

Frequently conveys basic factual information, clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others. Receives, understands and conveys complex conceptual information which may be highly detailed, technical or specialist.

#### **Decision Making Processes and Outcomes**

Makes independent decisions that affect either the role holder or immediate colleagues and will have an impact of limited spread but may endure for some time. Contributes to collaborative decisions that will have an impact of limited spread but may endure for some time. Provides advice or input to the decision making of others regarding far reaching, complex and long lasting decisions.

#### **Initiative and Problem Solving**

Frequently resolves several complex problems at the same time which do not have a clear solution and available guidance is not specific. Occasionally resolves problems where there is a lack of precedent and which require innovation and creative thought to develop appropriate options. Significant adjustments within the institution are needed to make the necessary changes/ action.

#### **Liaison and Networking**

Carries out standard day to day liaison outside the immediate work team using existing procedures and participates in either internal or external networks to influence events or decisions of others, pursuing shared interests and ensuring time is efficiently used. Initiates, builds or leads networks to ensure that the dissemination of information is in the correct format within set timescales.

### MANAGERIAL RESPONSIBILITIES

#### **Teamwork and Motivation**

Responsible for overseeing the work of a team, allocating tasks, monitoring performance and providing feedback. Sets goals and direction of the team, however the general guidance and overall direction of the team and its work is supplied by someone else.

#### **Planning and Organising**

Responsible for planning and organising the work of others, managing small projects and the resources to meet laid down objectives. Assesses and reassesses priorities as required. Occasionally provides input to longer term planning and has the responsibility for the operational planning and organisation of larger projects or areas of work that would require the co-ordination of a number of teams.

#### **Team Development**

Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. Frequently provides training, guidance and feedback to other members of the team based on their own knowledge and experience, either on a formal or informal basis. Occasionally identifies the training and development needs of team members, provides training or development and gives feedback and guidance on overall performance.

**Pastoral Care and Welfare**

Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries following standard welfare procedures. At times provides support and guidance on complex and serious welfare issues where standard procedures do not always exist. Uses judgement to recognise when individuals should be referred elsewhere for professional help.

**Work Environment**

Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. However, may at times be required to take standard actions within health and safety guidelines to adapt the environment for safer working, taking into account the health and safety of other people.

**SERVICE PROVISION****Teaching and Learning Support**

Provides students and others who are new to the area to standard information or guidance on procedures. Designs content or learning materials within existing frameworks and makes appropriate modifications as and when. Additionally provides standard information when conducting short one-off training sessions or lectures and assesses performance and provides feedback during the event.

**Service Delivery**

Initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements. Occasionally responsible for setting overall standards for service across a function or area of the institution.

**Analysis and Research**

Decides how to conduct investigations as well as analysing and interpreting the data collected. Analyses or researches complex ideas or extensive data from different perspectives and identifies how to apply appropriate methodologies.

**OTHER****Sensory and Physical Demands**

Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.

**(DRAFT)- CURRENTLY  
UNDER DISCUSSION WITH  
TRADE UNIONS**

**HERA**  
**ACADEMIC RELATED BENCHMARK DESCRIPTIONS –**  
**(PROFESSIONAL) LIBRARY CAREER PATH**

**PROFESSIONAL EXPERTISE**

<b>Knowledge and Experience</b>		<b>HERA SCORE</b>
<b>Grade 6</b> (AR 1)	Applies working knowledge of professional theory and practice and shares knowledge with others. Demonstrates continuous specialist development by acquiring relevant skills and competencies.	<b>35</b> <b>(D)</b>
<b>Grade 7</b> (AR 2)	Applies a breadth or depth of experience showing full working knowledge and proficiency of own area of expertise. Possesses specialist or professional knowledge of general principles. Acts as a point of reference to others and demonstrates continuous specialist development acquiring and refining skills and expertise in new or related areas.	<b>50</b> <b>(C)</b>
<b>Grade 8</b> (AR 3)	Applies a breadth or depth of experience showing full working knowledge and proficiency of own area of expertise. Possesses specialist or professional knowledge of general principles. Acts as a point of reference to others and demonstrates continuous specialist development acquiring and refining skills and expertise in new or related areas.	<b>50</b> <b>(C)</b>
<b>Grade 9</b> (AR 5)	Recognised as an authority in field or specialism within the institution or amongst external peers. Acts as a source of expertise. Provides guidance or opinion and influences developments within the institution through contribution to area of expertise. Engages in continuous professional development activities.	<b>65</b> <b>(B)</b>
<b>Communication (Combined score)</b>		
<b>(Oral)</b>		
<b>Grade 6</b> (AR 1)	Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Occasionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.	<b>65</b> <b>(AAB)</b>
<b>Grade 7</b> (AR 2)	Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Occasionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.	<b>65</b> <b>(AAB)</b>
<b>Grade 8</b> (AR 3)	Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Additionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.	<b>80</b> <b>(AAA)</b>
<b>Grade 9</b> (AR 5)	Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Additionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.	<b>80</b> <b>(AAA)</b>
<b>(Written)</b>		
<b>Grade 6</b> (AR 1)	Frequently conveys basic factual information and clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others. Occasionally receives and is required to understand and convey complex conceptual information which may be highly detailed, technical or specialist.	<b>AAB</b>
<b>Grade 7</b>	Frequently conveys basic factual information and clarifies complex issues which require careful explanation	<b>AAB</b>

(AR 2)	or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others. Occasionally receives and is required to understand and convey complex conceptual information which may be highly detailed, technical or specialist.	
<b>Grade 8</b> (AR 3)	Frequently conveys basic factual information, clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others. Receives, understands and conveys complex conceptual information which may be highly detailed, technical or specialist.	<b>AAA</b>
<b>Grade 9</b> (AR 5)	Frequently conveys basic factual information, clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others. Receives, understands and conveys complex conceptual information which may be highly detailed, technical or specialist.	<b>AAA</b>
<b>Decision Making</b>		
<b>Grade 6</b> (AR 1)	Makes independent decisions that affect either the role holder or immediate colleagues and can be revised as and when required. Contributes to collaborative decisions that will have an impact of limited spread but may endure for some time. Provides advice or input to the decision making of others that will have an impact of limited spread but may endure for some time.	<b>30</b> <b>(DCC)</b>
<b>Grade 7</b> (AR 2)	Makes independent decisions that affect either the role holder or immediate colleagues and will have an impact of limited spread but may endure for some time. Contributes to collaborative decisions that will have an impact of limited spread but may endure for some time. Provides advice or input to the decision making of others that will have an impact of limited spread but may endure for some time.	<b>37</b> <b>(CCC)</b>
<b>Grade 8</b> (AR 3)	Makes independent decisions that affect either the role holder or immediate colleagues and will have an impact of limited spread which may endure for some time. Contributes to collaborative decisions that will have an impact of limited spread but may endure for some time. Provides advice or input to the decision making of others regarding far reaching, complex and long lasting decisions.	<b>41</b> <b>(CCB)</b>
<b>Grade 9</b> (AR 5)	Makes independent decisions that affect either the role holder or immediate colleagues and will have an impact of limited spread which may endure for some time. Contributes to collaborative decisions regarding far reaching, complex and long lasting decisions. Provides advice or input to the decision making of others regarding far reaching, complex and long lasting decisions.	<b>47</b> <b>(CBB)</b>
<b>Initiative and Problem Solving</b>		
<b>Grade 6</b> (AR 1)	Required to resolve problems that occur on a regular, routine basis and recognises when a problem should be referred to others.	<b>8</b> <b>(ADDD)</b>
<b>Grade 7</b> (AR 2)	Required to resolve problems that occur on a regular, routine basis and recognises when a problem should be referred to others. Occasionally required to use judgement to resolve problems that are predictable but occur less frequently by following either a set of procedures or guidelines.	<b>9</b> <b>(ACDD)</b>
<b>Grade 8</b> (AR 3)	Required to use judgement to resolve those problems that are predictable but occur less frequently by following either a set of procedures or guidelines.	<b>29</b> <b>(DADD)</b>
<b>Grade 9</b> (AR 5)	Frequently resolves several complex problems at the same time which do not have a clear solution and available guidance is not specific.	<b>55</b> <b>(DDAD)</b>
<b>Liaison and Networking</b>		
<b>Grade 6</b> (AR 1)	Carries out standard day to day liaison outside the immediate work team using existing procedures. Participates in either internal or external networks to ensure that the dissemination of information is in the correct format within set timescales and to build relationships and contacts to facilitate the future exchange of information.	<b>16</b> <b>(CCEE)</b>
<b>Grade 7</b> (AR 2)	Carries out standard day to day liaison outside the immediate work team using existing procedures. Participates in either internal or external networks to ensure that the dissemination of information is in the correct format within set timescales and to build relationships and contacts to facilitate the future exchange of information.	<b>16</b> <b>(CCEE)</b>
<b>Grade 8</b> (AR 3)	Carries out standard day to day liaison outside the immediate work team using existing procedures to influence events or decisions of others, pursuing shared interests and ensuring time is efficiently used. Participates in either internal or external networks and will also initiate, build or lead internal networks to	<b>27</b> <b>(BCCE)</b>

	ensure that the dissemination of information is in the correct format within set timescales and to build relationships and contacts to facilitate the future exchange of future information.	
<b>Grade 9</b> (AR 5)	Carries out standard day to day liaison outside the immediate work team using existing procedures and participates in either internal or external networks to influence events or decisions of others, pursuing shared interests and ensuring time is efficiently used. Initiates, builds or leads networks to ensure that the dissemination of information is in the correct format within set timescales.	<b>30</b> <b>(BBCE)</b>

## **MANAGERIAL RESPONSIBILITIES**

<b>Teamwork and Motivation</b>		<b>HERA SCORE</b>
<b>Grade 6</b> (AR 1)	Required to offer mutual support to colleagues within a team. This may be in a self directed or leaderless team, or in a team where the role holder acts as a role model to less experienced colleagues.	<b>20</b> <b>(DADDD)</b>
<b>Grade 7</b> (AR 2)	Responsible for overseeing the work of a team, allocating tasks, monitoring performance and providing feedback. Generally guidance and the overall direction of the team and its work is supplied by someone else.	<b>37</b> <b>(DDADD)</b>
<b>Grade 8</b> (AR 3)	Responsible for overseeing the work of a team, allocating tasks, monitoring performance and providing feedback. Sets goals and direction of the team, however the general guidance and overall direction of the team and its work is supplied by someone else.	<b>45</b> <b>(DDABD)</b>
<b>Grade 9</b> (AR 5)	Overall leader of a team who is required to set the overall goals, direct the team and identify what needs to be done, by when. Occasionally manages across teams beyond the boundaries of their immediate work team ensuring teams interact effectively to achieve the common purpose of the institution.	<b>58</b> <b>(DDDAC)</b>
<b>Planning and Organising</b>		
<b>Grade 6</b> (AR 1)	Responsible for planning and organising the work of others, managing small projects and the resources to meet laid down objectives. Assesses and reassesses priorities as required.	<b>37</b> <b>(DDADD)</b>
<b>Grade 7</b> (AR 2)	Responsible for planning and organising the work of others, managing small projects and the resources to meet laid down objectives. Assesses and reassesses priorities as required.	<b>37</b> <b>(DDADD)</b>
<b>Grade 8</b> (AR 3)	Responsible for planning and organising the work of others, managing small projects and the resources to meet laid down objectives. Assesses and reassesses priorities as required.	<b>37</b> <b>(DDADD)</b>
<b>Grade 9</b> (AR 5)	Provides input to longer term planning and has responsibility for the operational planning and organisation of larger projects or areas of work that would require the co-ordination of a number of teams. Sets performance standards and monitors progress and assesses and reassesses priorities. Occasionally carries out planning on a strategic basis that will affect large parts of the institution and possible national or international activities.	<b>58</b> <b>(DDDAC)</b>
<b>Team Development</b>		
<b>Grade 6</b> (AR 1)	Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. As and when required provides training, instruction or feedback to other members of the team based on their own knowledge and experience, either on a formal or informal basis.	<b>25</b> <b>(BBC)</b>
<b>Grade 7</b> (AR 2)	Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. As and when required provides training, instruction or feedback to other members of the team based on their own knowledge and experience, either on a formal or informal basis. Occasionally identifies the training and development needs of team members, carries out the necessary training or development and provides feedback and guidance on overall performance.	<b>37</b> <b>(BBB)</b>
<b>Grade 8</b> (AR 3)	Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. As and when required provides training, instruction or feedback to other members of the team based on their own knowledge and experience, either on a formal or informal basis. Occasionally identifies the training and development needs of team members, carries out the necessary training or development and provides feedback and guidance on overall performance.	<b>37</b> <b>(BBB)</b>
<b>Grade</b>	Occasionally required to instruct, coach and guide new members of staff on standard information and	<b>62</b>

<b>9</b> (AR 5)	procedures. Frequently provides training, instruction or feedback to other members of the team based on their own knowledge and experience, either on a formal or informal basis. Identifies the training and development needs of team members, provides the necessary training or development and gives feedback and guidance on overall performance.	<b>(BAA)</b>
<b>Pastoral Care and Welfare</b>		
<b>Grade 6</b> (AR 1)	Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries, follows standard welfare procedures and recognises when an individual should be referred to others within the institution.	<b>23</b> <b>(BBC)</b>
<b>Grade 7</b> (AR 2)	Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries, follows standard welfare procedures and recognises when an individual should be referred to others within the institution.	<b>23</b> <b>(BBC)</b>
<b>Grade 8</b> (AR 3)	Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries, follows standard welfare procedures and recognises when an individual should be referred to others within the institution.	<b>23</b> <b>(BBC)</b>
<b>Grade 9</b> (AR 5)	Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries following standard welfare procedures. At times provides support and guidance on complex and serious welfare issues where standard procedures do not always exist. Uses judgement to recognise when individuals should be referred elsewhere for professional help.	<b>34</b> <b>(BBB)</b>
<b>Work Environment</b>		
<b>Grade 6</b> (AR 1)	Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. Has no health and safety responsibilities for others beyond due care and diligence.	<b>19</b> <b>(ACC)</b>
<b>Grade 7</b> (AR 2)	Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. Has no health and safety responsibilities for others beyond due care and diligence.	<b>19</b> <b>(ACC)</b>
<b>Grade 8</b> (AR 3)	Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. Has no health and safety responsibilities for others beyond due care and diligence.	<b>19</b> <b>(ACC)</b>
<b>Grade 9</b> (AR 5)	Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. Has no health and safety responsibilities for others beyond due care and diligence.	<b>19</b> <b>(ACC)</b>

## SERVICE PROVISION

<b>Teaching and Learning Support</b>		<b>HERA SCORE</b>
<b>Grade 6</b> (AR 1)	Provides students and others who are new to the area with standard information or guidance on procedures. Conducts short one- off training sessions or lectures, assesses performance and provides feedback during the event.	<b>18</b> <b>(CCDD)</b>
<b>Grade 7</b> (AR 2)	Provides students and others who are new to the area with standard information or guidance on procedures. Conducts short one- off training sessions or lectures, assesses performance and provides feedback during the event. Required to design content or learning materials within existing frameworks and make appropriate modifications as and when.	<b>29</b> <b>(BBDD)</b>
<b>Grade 8</b> (AR 3)	Provides students and others who are new to the area with standard information or guidance on procedures. Conducts short one- off training sessions or lectures, assesses performance and provides feedback during the event. Required to design content or learning materials within existing frameworks and make appropriate modifications as and when required.	<b>29</b> <b>(BBDD)</b>

<b>Grade 9</b> (AR 5)	Provides students and others who are new to the area with standard information or guidance on procedures. Conducts short one- off training sessions or lectures, assesses performance and provides feedback during the event. Required to design content or learning materials within existing frameworks and make appropriate modifications as and when required.	<b>29</b> <b>(BBDD)</b>
<b>Service Delivery</b>		
<b>Grade 6</b> (AR 1)	Provides support, advice and information to staff, students and external institutions as and when requested. Occasionally initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements.	<b>24</b> <b>(ACD)</b>
<b>Grade 7</b> (AR 2)	Provides support, advice and information to staff, students and external institutions as and when requested. Regularly <b>(but not permanently)</b> initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements.	<b>25</b> <b>(ABD)</b>
<b>Grade 8</b> (AR 3)	Initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements. Occasionally responsible for setting overall standards for service across a function or area of the institution.	<b>55</b> <b>(DAC)</b>
<b>Grade 9</b> (AR 5)	Initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements. Responsible for setting overall standards for service across a function or area of the institution.	<b>59</b> <b>(DAB)</b>
<b>Analysis and Research</b>		
<b>Grade 6</b> (AR 1)	Gathers and manipulates routine data so that it can be interpreted by others.	<b>20</b> <b>(DADDD)</b>
<b>Grade 7</b> (AR 2)	Gathers and manipulates routine data so that it can be interpreted by others.	<b>20</b> <b>(DADDD)</b>
<b>Grade 8</b> (AR 3)	Decides how to conduct investigations as well as analysing and interpreting the data collected.	<b>37</b> <b>(DDADD)</b>
<b>Grade 9</b> (AR 5)	Decides how to conduct investigations as well as analysing and interpreting the data collected.	<b>37</b> <b>(DDADD)</b>

## OTHER

<b>Sensory and Physical Demands</b>		<b>HERA SCORE</b>
<b>Grade 6</b> (AR 1)	Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.	<b>5</b> <b>(D)</b>
<b>Grade 7</b> (AR 2)	Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.	<b>5</b> <b>(D)</b>
<b>Grade 8</b> (AR 3)	Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.	<b>5</b> <b>(D)</b>
<b>Grade 9</b> (AR 5)	Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.	<b>5</b> <b>(D)</b>



**ACADEMIC RELATED BENCHMARK SCORES  
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**PROFESSIONAL EXPERTISE**

HERA Element	Grade 6	Grade 7	Grade 8	Grade 9
Knowledge and Experience	35 (D)	50 (C)	50 (C)	65 (B)
Communication	65	65	80	80
Oral	(AAB)	(AAB)	(AAA)	(AAA)
Written	(AAB)	(AAB)	(AAA)	(AAA)
Decision Making	30 (DCC)	37 (CCC)	41 (CCB)	47 (CBB)
Initiative and Problem Solving	8 (ADDD)	9 (ACDD)	29 (DADD)	55 (DDAD)
Liaison and Networking	16 (CCEE)	16 (CCEE)	27 (BCCE)	30 (BBCE)

**MANAGERIAL RESPONSIBILITIES**

HERA Element	Grade 6	Grade 7	Grade 8	Grade 9
Teamwork and Motivation	20 (DADDD)	37 (DDADD)	45 (DDABD)	58 (DDDAC)
Planning and Organising	37 (DDADD)	37 (DDADD)	37 (DDADD)	58 (DDDAC)
Team Development	25 (BBC)	37 (BBB)	37 (BBB)	62 (BAA)
Pastoral Care and Welfare	23 (BBC)	23 (BBC)	23 (BBC)	34 (BBB)
Work Environment	19 (ACC)	19 (ACC)	19 (ACC)	19 (ACC)

**SERVICE PROVISION**

HERA Element	Grade 6	Grade 7	Grade 8	Grade 9
Teaching and Learning Support	18 (CCDD)	29 (BBDD)	29 (BBDD)	29 (BBDD)
Service Delivery	24 (ACD)	25 (ABD)	55 (DAC)	59 (DAB)
Analysis and Research	20 (DADDD)	20 (DADDD)	37 (DDADD)	37 (DDADD)

**OTHER**

HERA Element	Grade 6	Grade 7	Grade 8	Grade 9
Sensory and Physical Demands	5 (D)	5 (D)	5 (D)	5 (D)
<b>TOTAL</b>	<b>345</b>	<b>409</b>	<b>514</b>	<b>638</b>



THE UNIVERSITY  
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GENERIC ACADEMIC RELATED BENCHMARK/ROLE PROFILE  
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GRADE SIX

**ROLE PURPOSE & UNIVERSITY CONTEXT**

**Role Overview:**

*(Brief description of the main purpose of the role)*

**University Context:**

*(Brief description of the role's context within the University)*

**CORE ACCOUNTABILITIES**

*(Responsibilities and Duties)*

\*See pages 2 and 3 for the Hera related statements/competencies underpinning the role.

## HERA STATEMENTS/COMPETENCIES

### PROFESSIONAL GROUP

#### **Knowledge and Experience**

Applies working knowledge of professional theory and practice and shares knowledge with others. Demonstrates continuous specialist development by acquiring relevant skills and competencies.

#### **Oral Communication**

Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Occasionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.

#### **Written Communication**

Frequently conveys basic factual information and clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others. Occasionally receives and is required to understand and convey complex conceptual information which may be highly detailed, technical or specialist.

#### **Decision Making Processes and Outcomes**

Makes independent decisions that affect either the role holder or immediate colleagues and can be revised as and when required. Contributes to collaborative decisions that will have an impact of limited spread but may endure for some time. Provides advice or input to the decision making of others that will have an impact of limited spread but may endure for some time.

#### **Initiative and Problem Solving**

Required to resolve problems that occur on a regular, routine basis and recognises when a problem should be referred to others.

#### **Liaison and Networking**

Carries out standard day to day liaison outside the immediate work team using existing procedures. Participates in either internal or external networks to ensure that the dissemination of information is in the correct format within set timescales and to build relationships and contacts to facilitate the future exchange of information.

### MANAGERIAL RESPONSIBILITIES

#### **Teamwork and Motivation**

Required to offer mutual support to colleagues within a team. This may be in a self directed or leaderless team, or in a team where the role holder acts as a role model to less experienced colleagues.

#### **Planning and Organising**

Responsible for planning and organising the work of others, managing small projects and the resources to meet laid down objectives. Assesses and reassesses priorities as required.

#### **Team Development**

Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. As and when required provides training, instruction or feedback to other members of the team based on their own knowledge and experience, either on a formal or informal basis.

#### **Pastoral Care and Welfare**

Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries, follows standard welfare procedures and recognises when an individual should be referred to others within the institution.

**Work Environment**

Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. Has no health and safety responsibilities for others beyond due care and diligence.

**SERVICE PROVISION****Teaching and Learning Support**

Provides students and others who are new to the area with standard information and guidance on procedures. Conducts short one- off training sessions or lectures, assesses performance and provides feedback during the event.

**Service Delivery**

Provides support, advice and information to staff, students and external institutions as and when requested. Occasionally initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements.

**Analysis and Research**

Gathers and manipulates routine data so that it can be interpreted by others.

**OTHER****Sensory and Physical Demands**

Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.



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GENERIC ACADEMIC RELATED BENCHMARK/ROLE PROFILE  
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GRADE SEVEN

**ROLE PURPOSE & UNIVERSITY CONTEXT**

**Role Overview:**

*(Brief description of the main purpose of the role)*

**University Context:**

*(Brief description of the role's context within the University)*

**CORE ACCOUNTABILITIES**

*(Responsibilities and duties)*

\*See pages 2 and 3 for the Hera related statements/competencies underpinning the role.

## HERA STATEMENTS/COMPETENCIES

### PROFESSIONAL GROUP

#### **Knowledge and Experience**

Applies a breadth or depth of experience showing full working knowledge and proficiency of own area of expertise. Possesses specialist or professional knowledge of general principles. Acts as a point of reference to others and demonstrates continuous specialist development acquiring and refining skills and expertise in new or related areas.

#### **Oral Communication**

Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Occasionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.

#### **Written Communication**

Frequently conveys basic factual information and clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others. Occasionally receives and is required to understand and convey complex conceptual information which may be highly detailed, technical or specialist.

#### **Decision Making Processes and Outcomes**

Makes independent decisions that affect either the role holder or immediate colleagues and will have an impact of limited spread but may endure for some time. Contributes to collaborative decisions that will have an impact of limited spread but may endure for some time. Provides advice or input to the decision making of others that will have an impact of limited spread but may endure for some time.

#### **Initiative and Problem Solving**

Required to resolve problems that occur on a regular, routine basis and recognises when a problem should be referred to others. Occasionally required to use judgement to resolve problems that are predictable but occur less frequently by following either a set of procedures or guidelines.

#### **Liaison and Networking**

Carries out standard day to day liaison outside the immediate work team using existing procedures. Participates in either internal or external networks to ensure that the dissemination of information is in the correct format within set timescales and to build relationships and contacts to facilitate the future exchange of information.

### MANAGERIAL RESPONSIBILITIES

#### **Teamwork and Motivation**

Responsible for overseeing the work of a team, allocating tasks, monitoring performance and providing feedback. Generally guidance and the overall direction of the team and its work is supplied by someone else.

#### **Planning and Organising**

Responsible for planning and organising the work of others, managing small projects and the resources to meet laid down objectives. Assesses and reassesses priorities as required.

#### **Team Development**

Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. As and when required provides training, instruction or feedback to other members of the team based on their own knowledge and experience, either on a formal or informal basis. Occasionally identifies the training and development needs of team members, carries out the necessary training or development and provides feedback and guidance on overall performance.

**Pastoral Care and Welfare**

Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries, follows standard welfare procedures and recognises when an individual should be referred to others within the institution.

**Work Environment**

Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. Has no health and safety responsibilities for others beyond due care and diligence.

**SERVICE PROVISION****Teaching and Learning Support**

Provides students and others who are new to the area with standard information and guidance on procedures. Conducts short one- off training sessions or lectures, assesses performance and provides feedback during the event. Required to design content or learning materials within existing frameworks and make appropriate modifications as and when.

**Service Delivery**

Provides support, advice and information to staff, students and external institutions as and when requested. Regularly initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements.

**Analysis and Research**

Gathers and manipulates routine data so that it can be interpreted by others.

**OTHER****Sensory and Physical Demands**

Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.



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GENERIC ACADEMIC RELATED BENCHMARK  
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GRADE EIGHT

**ROLE PURPOSE & UNIVERSITY CONTEXT**

**Role Overview:**

*(Brief description of the main purpose of the role)*

**University Context:**

*(Brief description of the role's context within the University)*

**CORE ACCOUNTABILITIES**

*(Responsibilities and duties)*



## HERA STATEMENTS/COMPETENCIES

### PROFESSIONAL GROUP

#### **Knowledge and Experience**

Applies a breadth or depth of experience showing full working knowledge and proficiency of own area of expertise. Possesses specialist or professional knowledge of general principles. Acts as a point of reference to others and demonstrates continuous specialist development acquiring and refining skills and expertise in new or related areas.

#### **Oral Communication**

Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Additionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.

#### **Written Communication**

Frequently conveys basic factual information, clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others. Receives, understands and conveys complex conceptual information which may be highly detailed, technical or specialist.

#### **Decision Making Processes and Outcomes**

Makes independent decisions that affect either the role holder or immediate colleagues and will have an impact of limited spread which may endure for some time. Contributes to collaborative decisions that will have an impact of limited spread but may endure for some time. Provides advice or input to the decision making of others regarding far reaching, complex and long lasting decisions.

#### **Initiative and Problem Solving**

Required to use judgement to resolve those problems that are predictable but occur less frequently by following either a set of procedures or guidelines.

#### **Liaison and Networking**

Carries out standard day to day liaison outside the immediate work team using existing procedures to influence events or decisions of others, pursuing shared interests and ensuring time is efficiently used. Participates in either internal or external networks and will also initiate, build or lead internal networks to ensure that the dissemination of information is in the correct format within set timescales and to build relationships and contacts to facilitate the future exchange of future information.

### MANAGERIAL RESPONSIBILITIES

#### **Teamwork and Motivation**

Responsible for overseeing the work of a team, allocating tasks, monitoring performance and providing feedback. Sets goals and direction of the team, however the general guidance and overall direction of the team and its work is supplied by someone else.

#### **Planning and Organising**

Responsible for planning and organising the work of others, managing small projects and the resources to meet laid down objectives. Assesses and reassesses priorities as required.

#### **Team Development**

Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. As and when required provides training, instruction or feedback to other members of the team based on their own knowledge and experience, either on a formal or informal basis. Occasionally identifies the training and development needs of team members, carries out the necessary training or development and provides feedback and guidance on overall performance.

**Pastoral Care and Welfare**

Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries, follows standard welfare procedures and recognises when an individual should be referred to others within the institution.

**Work Environment**

Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. Has no health and safety responsibilities for others beyond due care and diligence.

**SERVICE PROVISION****Teaching and Learning Support**

Provides students and others who are new to the area with standard information and guidance on procedures. Conducts short one- off training sessions or lectures, assesses performance and provides feedback during the event. Required to design content or learning materials within existing frameworks and make appropriate modifications as and when.

**Service Delivery**

Initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements. Occasionally responsible for setting overall standards for service across a function or area of the institution.

**Analysis and Research**

Decides how to conduct investigations as well as analysing and interpreting the data collected.

**OTHER****Sensory and Physical Demands**

Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.



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GRADE NINE

**ROLE PURPOSE & UNIVERSITY CONTEXT**

**Role Overview:**

*(Brief description of the main purpose of the role)*

**University Context:**

*(Brief description of the role's context within the University)*

**CORE ACCOUNTABILITIES**

*(Responsibilities and duties)*

\*See pages 2 and 3 for the Hera related statements/competencies underpinning the role.

## HERA STATEMENTS/COMPETENCIES

### PROFESSIONAL GROUP

#### **Knowledge and Experience**

Recognised as an authority in field or specialism within the institution or amongst external peers. Acts as a source of expertise. Provides guidance or opinion and influences developments within the institution through contribution to area of expertise. Engages in continuous professional development activities.

#### **Oral Communication**

Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Additionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.

#### **Written Communication**

Frequently conveys basic factual information, clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others. Receives, understands and conveys complex conceptual information which may be highly detailed, technical or specialist.

#### **Decision Making Processes and Outcomes**

Makes independent decisions that affect either the role holder or immediate colleagues and will have an impact of limited spread which may endure for some time. Contributes to collaborative decisions regarding far reaching, complex and long lasting decisions. Provides advice or input to the decision making of others regarding far reaching, complex and long lasting decisions.

#### **Initiative and Problem Solving**

Frequently resolves several complex problems at the same time which do not have a clear solution and available guidance is not specific.

#### **Liaison and Networking**

Carries out standard day to day liaison outside the immediate work team using existing procedures and participates in either internal or external networks to influence events or decisions of others, pursuing shared interests and ensuring time is efficiently used. Initiates, builds or leads networks to ensure that the dissemination of information is in the correct format within set timescales.

### MANAGERIAL RESPONSIBILITIES

#### **Teamwork and Motivation**

Overall leader of a team who is required to set the overall goals, direct the team and identify what needs to be done, by when. Occasionally manages across teams beyond the boundaries of their immediate work team ensuring teams interact effectively to achieve the common purpose of the institution.

#### **Planning and Organising**

Provides input to longer term planning and has responsibility for the operational planning and organisation of larger projects or areas of work that would require the co-ordination of a number of teams. Sets performance standards and monitors progress and assesses and reassesses priorities. Occasionally carries out planning on a strategic basis that will affect large parts of the institution and possible national or international activities.

#### **Team Development**

Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. Frequently provides training, instruction or feedback to other members of the team based on their own knowledge and experience, either on a formal or informal basis. Identifies the training and development needs of team members, carries out the necessary training or development and provides feedback and guidance on overall performance.

**Pastoral Care and Welfare**

Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries following standard welfare procedures. At times provides support and guidance on complex and serious welfare issues where standard procedures do not always exist. Uses judgement to recognise when individuals should be referred elsewhere for professional help.

**Work Environment**

Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. Has no health and safety responsibilities for others beyond due care and diligence.

**SERVICE PROVISION****Teaching and Learning Support**

Provides students and others who are new to the area with standard information and guidance on procedures. Conducts short one- off training sessions or lectures, assesses performance and provides feedback during the event. Required to design content or learning materials within existing frameworks and make appropriate modifications as and when.

**Service Delivery**

Initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements. Responsible for setting overall standards for service across a function or area of the institution.

**Analysis and Research**

Decides how to conduct investigations as well as analysing and interpreting the data collected.

**OTHER****Sensory and Physical Demands**

Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.

**HERA**  
**ACADEMIC RELATED BENCHMARK DESCRIPTIONS –**  
**(PROFESSIONAL) MANAGEMENT AND ADMINISTRATION CAREER PATH**

**PROFESSIONAL EXPERTISE**

<b>Knowledge and Experience</b>		<b>HERA SCORE</b>
<b>Grade 6</b> (AR 1)	Applies working knowledge of professional theory and practice and shares knowledge with others. Demonstrates continuous specialist development by acquiring relevant skills and competencies.	<b>35</b> <b>(D)</b>
<b>Grade 7</b> (AR 2)	Applies a breadth or depth of experience showing full working knowledge and proficiency of own area of expertise. Possesses specialist or professional knowledge of general principles. Acts as a point of reference to others and demonstrates continuous specialist development acquiring and refining skills and expertise in new or related areas.	<b>50</b> <b>(C)</b>
<b>Grade 8</b> (AR 3)	Applies a breadth or depth of experience showing full working knowledge and proficiency of own area of expertise. Possesses specialist or professional knowledge of general principles. Acts as a point of reference to others and demonstrates continuous specialist development acquiring and refining skills and expertise in new or related areas.	<b>50</b> <b>(C)</b>
<b>Grade 9</b> (AR 5)	Recognised as an authority in field or specialism within the institution or amongst external peers. Acts as a source of expertise. Provides guidance or opinion and influences developments within the institution through contribution to area of expertise. Engages in continuous professional development activities.	<b>65</b> <b>(B)</b>
<b>Communication (Combined score)</b>		
<b>(Oral)</b>		
<b>Grade 6</b> (AR 1)	Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Occasionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.	<b>59</b> <b>(AAB)</b>
<b>Grade 7</b> (AR 2)	Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Occasionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.	<b>65</b> <b>(AAB)</b>
<b>Grade 8</b> (AR 3)	Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Occasionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.	<b>65</b> <b>(AAB)</b>
<b>Grade 9</b> (AR 5)	Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Additionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.	<b>80</b> <b>(AAA)</b>
<b>(Written)</b>		
<b>Grade 6</b> (AR 1)	Frequently conveys basic factual information and clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others.	<b>AAC</b>
<b>Grade 7</b> (AR 2)	Frequently conveys basic factual information and clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to	<b>AAB</b>

	convey the information to others. Occasionally receives and is required to understand and convey complex conceptual information which may be highly detailed, technical or specialist.	
<b>Grade 8</b> (AR 3)	Frequently conveys basic factual information and clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others. Occasionally receives and is required to understand and convey complex conceptual information which may be highly detailed, technical or specialist.	<b>AAB</b>
<b>Grade 9</b> (AR 5)	Frequently conveys basic factual information, clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others. Receives, understands and conveys complex conceptual information which may be highly detailed, technical or specialist.	<b>AAA</b>
<b>Decision Making</b>		
<b>Grade 6</b> (AR 1)	Makes independent decisions that affect either the role holder or immediate colleagues and can be revised as and when required. Contributes to collaborative decisions that will have an impact of limited spread but may endure for some time. Provides advice or input to the decision making of others that will have an impact of limited spread but may endure for some time.	<b>30</b> <b>(DCC)</b>
<b>Grade 7</b> (AR 2)	Makes independent decisions that affect either the role holder or immediate colleagues and will have an impact of limited spread but may endure for some time. Contributes to collaborative decisions that will have an impact of limited spread but may endure for some time. Provides advice or input to the decision making of others regarding far reaching, complex and long lasting decisions.	<b>41</b> <b>(CCB)</b>
<b>Grade 8</b> (AR 3)	Makes independent decisions that affect either the role holder or immediate colleagues and will have an impact of limited spread which may endure for some time. Contributes to collaborative decisions regarding far reaching, complex and long lasting decisions. Provides advice or input to the decision making of others regarding far reaching, complex and long lasting decisions.	<b>47</b> <b>(CBB)</b>
<b>Grade 9</b> (AR 5)	Makes independent decisions that affect either the role holder or immediate colleagues and will have an impact of limited spread which may endure for some time. Contributes to collaborative decisions regarding far reaching, complex and long lasting decisions. Provides advice or input to the decision making of others which will affect the whole institution impacting on policy and operations across the majority of departments and most members of staff or students.	<b>51</b> <b>(CBA)</b>
<b>Initiative and Problem Solving</b>		
<b>Grade 6</b> (AR 1)	Required to resolve problems that occur on a regular, routine basis and recognises when a problem should be referred to others.	<b>8</b> <b>(ADDD)</b>
<b>Grade 7</b> (AR 2)	Required to resolve problems that occur on a regular, routine basis and recognises when a problem should be referred to others. However, uses judgement to resolve those problems that are predictable but occur less frequently by following either a set of procedures or guidelines. Occasionally resolves several complex problems at the same time which do not have a clear solution and available guidance is not specific.	<b>14</b> <b>(ABCD)</b>
<b>Grade 8</b> (AR 3)	Required to use judgement to resolve those problems that are predictable but occur less frequently by following either a set of procedures or guidelines. Occasionally resolves several complex problems at the same time which do not have a clear solution and available guidance is not specific.	<b>31</b> <b>(DACD)</b>
<b>Grade 9</b> (AR 5)	Frequently resolves several complex problems at the same time which do not have a clear solution and available guidance is not specific.	<b>55</b> <b>(DDAD)</b>
<b>Liaison and Networking</b>		
<b>Grade 6</b> (AR 1)	Carries out standard day to day liaison outside the immediate work team using existing procedures. Participates in either internal or external networks to ensure that the dissemination of information is in the correct format within set timescales and to build relationships and contacts to facilitate the future exchange of information.	<b>16</b> <b>(CCEE)</b>
<b>Grade 7</b> (AR 2)	Carries out standard day to day liaison outside the immediate work team using existing procedures. Participates in either internal or external networks and will also initiate, build or lead internal networks to ensure that the dissemination of information is in the correct format within set timescales and to build relationships and contacts to facilitate the future exchange of future information.	<b>25</b> <b>(CCCE)</b>
<b>Grade 8</b>	Carries out standard day to day liaison outside the immediate work team using existing procedures and	<b>30</b>

(AR 3)	participates in either internal or external networks to influence events or decisions of others, pursuing shared interests and ensuring time is efficiently used. Initiates, builds or leads internal networks to ensure that the dissemination of information is in the correct format within set timescales.	(BBCE)
<b>Grade 9</b> (AR 5)	Carries out standard day to day liaison outside the immediate work team using existing procedures, participates in either internal or external networks in addition to initiating, building or leading internal networks to influence events or decisions of others and to pursue shared interests.	<b>35</b> (BBBE)

## **MANAGERIAL RESPONSIBILITIES**

<b>Teamwork and Motivation</b>		<b>HERA SCORE</b>
<b>Grade 6</b> (AR 1)	Required to offer mutual support to colleagues within a team. This may be in a self directed or leaderless team, or in a team where the role holder acts as a role model to less experienced colleagues. Occasionally required to oversee the work of a team, allocate tasks, monitor performance and provide feedback.	<b>21</b> (DACDD)
<b>Grade 7</b> (AR 2)	Responsible for overseeing the work of a team, allocating tasks, monitoring performance and providing feedback. Generally guidance and the overall direction of the team and its work is supplied by someone else.	<b>37</b> (DDADD)
<b>Grade 8</b> (AR 3)	Responsible for overseeing the work of a team, allocating tasks, monitoring performance and providing feedback. Generally guidance and the overall direction of the team and its work is supplied by someone else but occasionally may be required to set goals and direction of the team.	<b>39</b> (DDACD)
<b>Grade 9</b> (AR 5)	Overall leader of a team who is required to set the overall goals, direct the team and identify what needs to be done, by when. Occasionally manages across teams beyond the boundaries of their immediate work team ensuring teams interact effectively to achieve the common purpose of the institution.	<b>58</b> (DDDAC)
<b>Planning and Organising</b>		
<b>Grade 6</b> (AR 1)	Responsible for planning and organising the work of others, managing small projects and the resources to meet laid down objectives. Assesses and reassesses priorities as required.	<b>37</b> (DDADD)
<b>Grade 7</b> (AR 2)	Responsible for planning and organising the work of others, managing small projects and the resources to meet laid down objectives. Assesses and reassesses priorities as required.	<b>37</b> (DDADD)
<b>Grade 8</b> (AR 3)	Responsible for planning and organising the work of others, managing small projects and the resources to meet laid down objectives. Assesses and reassesses priorities as required. Occasionally provides input to longer term planning and has responsibility for the operational planning and organisation of larger projects or areas of work that would require the co-ordination of a number of teams.	<b>39</b> (DDACD)
<b>Grade 9</b> (AR 5)	Provides input to longer term planning and has responsibility for the operational planning and organisation of larger projects or areas of work that would require the co-ordination of a number of teams. Sets performance standards and monitors progress and assesses and reassesses priorities. Occasionally carries out planning on a strategic basis that will affect large parts of the institution and possible national or international activities.	<b>58</b> (DDDAC)
<b>Team Development</b>		
<b>Grade 6</b> (AR 1)	Occasionally required to instruct, coach and guide new members of staff on standard information and procedures.	<b>14</b> (BCC)
<b>Grade 7</b> (AR 2)	Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. As and when required provides training, guidance and feedback to other members of the team based on their knowledge and experience, either on a formal or informal basis.	<b>25</b> (BBC)
<b>Grade 8</b> (AR 3)	Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. Frequently provides training, guidance and feedback to other members of the team based on their own knowledge and experience, either on a formal or informal basis. Occasionally identifies the training and development needs of team members, provides training or development and gives feedback and guidance on overall performance.	<b>48</b> (BAB)
<b>Grade 9</b> (AR 5)	Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. As and when required provides training, guidance and feedback to other members of the team based on their own knowledge and experience, either on a formal or informal basis. Occasionally identifies the training and development needs of team members, provides training or development and gives feedback and guidance on overall performance.	<b>62</b>



<b>9</b> (AR 5)	procedures. Frequently provides training, guidance and feedback to other members of the team based on their own knowledge and experience, either on a formal or informal basis. Identifies training and development needs of team members, provides the necessary training or development and gives feedback and guidance on overall performance.	<b>(BAA)</b>
<b>Pastoral Care and Welfare</b>		
<b>Grade 6</b> (AR 1)	Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries, follows standard welfare procedures and recognises when an individual should be referred to others within the institution.	<b>23 (BBC)</b>
<b>Grade 7</b> (AR 2)	Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries, follows standard welfare procedures and recognises when an individual should be referred to others within the institution.	<b>23 (BBC)</b>
<b>Grade 8</b> (AR 3)	Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries following standard welfare procedures. At times provides support and guidance on complex and serious welfare issues where standard procedures do not always exist. Uses judgement to recognise when individuals should be referred elsewhere for professional help.	<b>34 (BBB)</b>
<b>Grade 9</b> (AR 5)	Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries following standard welfare procedures. At times provides support and guidance on complex and serious welfare issues where standard procedures do not always exist. Uses judgement to recognise when individuals should be referred elsewhere for professional help.	<b>34 (BBB)</b>
<b>Work Environment</b>		
<b>Grade 6</b> (AR 1)	Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. Has no health and safety responsibilities for others beyond due care and diligence.	<b>19 (ACC)</b>
<b>Grade 7</b> (AR 2)	Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. However, may at time be required to take standard actions within health and safety guidelines to adapt the environment for safer working, taking into account the health and safety of other people.	<b>23 (ABC)</b>
<b>Grade 8</b> (AR 3)	Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. However, may at time be required to take standard actions within health and safety guidelines to adapt the environment for safer working, taking into account the health and safety of other people.	<b>23 (ABC)</b>
<b>Grade 9</b> (AR 5)	Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. However, may at time be required to take standard actions within health and safety guidelines to adapt the environment for safer working, taking into account the health and safety of other people.	<b>23 (ABC)</b>

## SERVICE PROVISION

<b>Teaching and Learning Support</b>		<b>HERA SCORE</b>
<b>Grade 6</b> (AR 1)	Provides students and others who are new to the area with standard information or guidance on procedures.	<b>12 (CDDD)</b>
<b>Grade 7</b> (AR 2)	Provides students and others who are new to the area with standard information or guidance on procedures. Conducts short one- off training sessions or lectures, assesses performance and provides feedback during the event.	<b>18 (CCDD)</b>
<b>Grade 8</b> (AR 3)	Provides students and others who are new to the area with standard information or guidance on procedures. Conducts short one-off training sessions or lectures, assesses performance and provides feedback during the event.	<b>18 (CCDD)</b>
<b>Grade</b>	Provides students and others who are new to the area with standard information or guidance on procedures.	<b>18</b>

<b>9</b> (AR 5)	Conducts short one-off training sessions or lectures, assesses performance and provides feedback during the event.	<b>(CCDD)</b>
<b>Service Delivery</b>		
<b>Grade 6</b> (AR 1)	Provides support, advice and information to staff, students and external institutions as and when requested. Regularly <b>(but not permanently)</b> initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements.	<b>25 (ABD)</b>
<b>Grade 7</b> (AR 2)	Provides support, advice and information to staff, students and external institutions as and when requested. Regularly <b>(but not permanently)</b> initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements.	<b>25 (ABD)</b>
<b>Grade 8</b> (AR 3)	Initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements.	<b>47 (DAD)</b>
<b>Grade 9</b> (AR 5)	Initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements. Responsible for setting overall standards for service across a function or area of the institution	<b>59 (DAB)</b>
<b>Analysis and Research</b>		
<b>Grade 6</b> (AR 1)	Gathers and manipulates routine data so that it can be interpreted by others. Occasionally decides how to conduct investigations, analyse and interpret the data collected.	<b>21 (DACDD)</b>
<b>Grade 7</b> (AR 2)	Gathers and manipulates routine data so that it can be interpreted by others. Occasionally decides how to conduct investigations, analyse and interpret the data collected.	<b>21 (DACDD)</b>
<b>Grade 8</b> (AR 3)	Decides how to conduct investigations as well as analysing and interpreting the data collected.	<b>37 (DDADD)</b>
<b>Grade 9</b> (AR 5)	Decides how to conduct investigations as well as analysing and interpreting the data collected.	<b>37 (DDADD)</b>

## **OTHER**

<b>Sensory and Physical Demands</b>		<b>HERA SCORE</b>
<b>Grade 6</b> (AR 1)	Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.	<b>5 (D)</b>
<b>Grade 7</b> (AR 2)	Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.	<b>5 (D)</b>
<b>Grade 8</b> (AR 3)	Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.	<b>5 (D)</b>
<b>Grade 9</b> (AR 5)	Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.	<b>5 (D)</b>


**ACADEMIC RELATED BENCHMARK SCORES-  
 (PROFESSIONAL) MANAGEMENT AND ADMINISTRATION**
**PROFESSIONAL EXPERTISE**

HERA Element	Grade 6	Grade 7	Grade 8	Grade 9
Knowledge and Experience	35 (D)	50 (C)	50 (C)	65 (B)
Communication	59	65	65	80
Oral	(AAB)	(AAB)	(AAB)	(AAA)
Written	(AAC)	(AAB)	(AAB)	(AAA)
Decision Making	30 (DCC)	41 (CCB)	47 (CBB)	51 (CBA)
Initiative and Problem Solving	8 (ADDD)	14 (ABCD)	31 (DACD)	55 (DDAD)
Liaison and Networking	16 (CCEE)	25 (CCCE)	30 (BBCE)	35 (BBBE)

**MANAGERIAL RESPONSIBILITIES**

HERA Element	Grade 6	Grade 7	Grade 8	Grade 9
Teamwork and Motivation	21 (DACDD)	37 (DDADD)	39 (DDACD)	58 (DDDAC)
Planning and Organising	37 (DDADD)	37 (DDADD)	39 (DDACD)	58 (DDDAC)
Team Development	14 (BCC)	25 (BBC)	48 (BAB)	62 (BAA)
Pastoral Care and Welfare	23 (BBC)	23 (BBC)	34 (BBB)	34 (BBB)
Work Environment	19 (ACC)	23 (ABC)	23 (ABC)	23 (ABC)

**SERVICE PROVISION**

HERA Element	Grade 6	Grade 7	Grade 8	Grade 9
Teaching and Learning Support	12 (CDDD)	18 (CCDD)	18 (CCDD)	18 (CCDD)
Service Delivery	25 (ABD)	25 (ABD)	47 (DAD)	59 (DAB)
Analysis and Research	21 (DACDD)	21 (DACDD)	37 (DDADD)	37 (DDADD)

**OTHER**

HERA Element	Grade 6	Grade 7	Grade 8	Grade 9
Sensory and Physical Demands	5 (D)	5 (D)	5 (D)	5 (D)
<b>TOTAL</b>	<b>325</b>	<b>409</b>	<b>513</b>	<b>640</b>



THE UNIVERSITY  
*of* LIVERPOOL

**GENERIC ACADEMIC RELATED BENCHMARK/ ROLE PROFILE  
PROFESSIONAL MANAGEMENT & ADMINISTRATION  
GRADE SIX**

**ROLE PURPOSE & UNIVERSITY CONTEXT**

**Role Overview:**

*(Brief description of the main purpose of the role)*

**University Context:**

*(Brief description of the role's context within the University)*

**CORE ACCOUNTABILITIES**

*(Responsibilities and Duties)*

\*See pages 2 and 3 for the Hera related statements/competencies underpinning the role.

## HERA STATEMENTS/COMPETENCIES

### PROFESSIONAL GROUP

#### **Knowledge and Experience**

Applies working knowledge of professional theory and practice and shares knowledge with others. Demonstrates continuous specialist development by acquiring relevant skills and competencies.

#### **Oral Communication**

Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Occasionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.

#### **Written Communication**

Frequently conveys basic factual information and clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others.

#### **Decision Making Processes and Outcomes**

Makes independent decisions that affect either the role holder or immediate colleagues and can be revised as and when required. Contributes to collaborative decisions that will have an impact of limited spread but may endure for some time. Provides advice or input to the decision making of others that will have an impact of limited spread but may endure for some time.

#### **Initiative and Problem Solving**

Required to resolve problems that occur on a regular, routine basis and recognises when a problem should be referred to others.

#### **Liaison and Networking**

Carries out standard day to day liaison outside the immediate work team using existing procedures. Participates in either internal or external networks to ensure that the dissemination of information is in the correct format within set timescales and to build relationships and contacts to facilitate the future exchange of information.

### MANAGERIAL RESPONSIBILITIES

#### **Teamwork and Motivation**

Required to offer mutual support to colleagues within a team. This may be in a self directed or leaderless team, or in a team where the role holder acts as a role model to less experienced colleagues. Occasionally required to oversee the work of a team, allocate tasks, monitor performance and provide feedback.

#### **Planning and Organising**

Responsible for planning and organising the work of others, managing small projects and the resources to meet laid down objectives. Assesses and reassesses priorities as required.

#### **Team Development**

Occasionally required to instruct, coach and guide new members of staff on standard information and procedures.

#### **Pastoral Care and Welfare**

Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries, follows standard welfare procedures and recognises when an individual should be referred to others within the institution.

**Work Environment**

Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. Has no health and safety responsibilities for others beyond due care and diligence.

**SERVICE PROVISION****Teaching and Learning Support**

Provides students and others who are new to the area with standard information and guidance on procedures.

**Service Delivery**

Provides support, advice and information to staff, students and external institutions as and when requested. Regularly initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements.

**Analysis and Research**

Gathers and manipulates routine data so that it can be interpreted by others. Occasionally decides how to conduct investigations, analyse and interpret the data collected.

**OTHER****Sensory and Physical Demands**

Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.



THE UNIVERSITY  
*of* LIVERPOOL

GENERIC ACADEMIC RELATED BENCHMARK/ROLE PROFILE  
PROFESSIONAL MANAGEMENT & ADMINISTRATION  
GRADE SEVEN

**ROLE PURPOSE & UNIVERSITY CONTEXT**

**Role Overview:**

*(Brief description of the main purpose of the role)*

**University Context:**

*(Brief description of the role's context within the University)*

**CORE ACCOUNTABILITIES**

*(Responsibilities and Duties)*

\*See pages 2 and 3 for the Hera related statements/competencies underpinning the role.

## HERA STATEMENTS/COMPETENCIES

### PROFESSIONAL GROUP

#### **Knowledge and Experience**

Applies a breadth or depth of experience showing full working knowledge and proficiency of own area of expertise. Possesses specialist or professional knowledge of general principles. Acts as a point of reference to others and demonstrates continuous specialist development acquiring and refining skills and expertise in new or related areas.

#### **Oral Communication**

Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Occasionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.

#### **Written Communication**

Frequently conveys basic factual information and clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others. Occasionally receives and is required to understand and convey complex conceptual information which may be highly detailed, technical or specialist.

#### **Decision Making Processes and Outcomes**

Makes independent decisions that affect either the role holder or immediate colleagues and will have an impact of limited spread but may endure for some time. Contributes to collaborative decisions that will have an impact of limited spread but may endure for some time. Provides advice or input to the decision making of others regarding far reaching, complex and long lasting decisions.

#### **Initiative and Problem Solving**

Required to resolve problems that occur on a regular, routine basis and recognises when a problem should be referred to others. However, uses judgement to resolve those problems that are predictable but occur less frequently by following either a set of procedures or guidelines. Occasionally resolves several complex problems at the same time which do not have a clear solution and available guidance is not specific.

#### **Liaison and Networking**

Carries out standard day to day liaison outside the immediate work team using existing procedures. Participates in either internal or external networks and will also initiate, build or lead internal networks to ensure that the dissemination of information is in the correct format within set timescales and to build relationships and contacts to facilitate the future exchange of future information.

### MANAGERIAL RESPONSIBILITIES

#### **Teamwork and Motivation**

Responsible for overseeing the work of a team, allocating tasks, monitoring performance and providing feedback. Generally guidance and the overall direction of the team and its work is supplied by someone else.

#### **Planning and Organising**

Responsible for planning and organising the work of others, managing small projects and the resources to meet laid down objectives. Assesses and reassesses priorities as required.

#### **Team Development**

Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. As and when required provides training, guidance and feedback to other members of the team based on their knowledge and experience, either on a formal or informal basis.



**Pastoral Care and Welfare**

Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries, follows standard welfare procedures and recognises when an individual should be referred to others within the institution.

**Work Environment**

Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. However, may at time be required to take standard actions within health and safety guidelines to adapt the environment for safer working, taking into account the health and safety of other people.

**SERVICE PROVISION****Teaching and Learning Support**

Provides students and others who are new to the area with standard information and guidance on procedures. Conducts short one- off training sessions or lectures, assesses performance and provides feedback during the event.

**Service Delivery**

Provides support, advice and information to staff, students and external institutions as and when requested. Regularly initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements.

**Analysis and Research**

Gathers and manipulates routine data so that it can be interpreted by others. Occasionally decides how to conduct investigations, analyse and interpret the data collected.

**OTHER****Sensory and Physical Demands**

Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.



THE UNIVERSITY  
*of* LIVERPOOL

**GENERIC ACADEMIC RELATED BENCHMARK/ROLE PROFILE  
PROFESSIONAL MANAGEMENT & ADMINISTRATION  
GRADE EIGHT**

**ROLE PURPOSE & UNIVERSITY CONTEXT**

**Role Overview:**

*(Brief description of the main purpose of the role)*

**University Context:**

*(Brief description of the role's context within the University)*

**CORE ACCOUNTABILITIES**

*(Responsibilities and Duties)*

\*See pages 2 and 3 for the Hera related statements/competencies underpinning the role.

## HERA STATEMENTS/COMPETENCIES

### PROFESSIONAL GROUP

#### **Knowledge and Experience**

Applies a breadth or depth of experience showing full working knowledge and proficiency of own area of expertise. Possesses specialist or professional knowledge of general principles. Acts as a point of reference to others and demonstrates continuous specialist development acquiring and refining skills and expertise in new or related areas.

#### **Oral Communication**

Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Occasionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.

#### **Written Communication**

Frequently conveys basic factual information and clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others. Occasionally receives and is required to understand and convey complex conceptual information which may be highly detailed, technical or specialist.

#### **Decision Making Processes and Outcomes**

Makes independent decisions that affect either the role holder or immediate colleagues and will have an impact of limited spread which may endure for some time. Contributes to collaborative decisions regarding far reaching, complex and long lasting decisions. Provides advice or input to the decision making of others regarding far reaching, complex and long lasting decisions

#### **Initiative and Problem Solving**

Required to use judgement to resolve those problems that are predictable but occur less frequently by following either a set of procedures or guidelines. Occasionally resolves several complex problems at the same time which do not have a clear solution and available guidance is not specific.

#### **Liaison and Networking**

Carries out standard day to day liaison outside the immediate work team using existing procedures and participates in either internal or external networks to influence events or decisions of others, pursuing shared interests and ensuring time is efficiently used. Initiates, builds or leads internal networks to ensure that the dissemination of information is in the correct format within set timescales.

### MANAGERIAL RESPONSIBILITIES

#### **Teamwork and Motivation**

Responsible for overseeing the work of a team, allocating tasks, monitoring performance and providing feedback. Generally guidance and the overall direction of the team and its work is supplied by someone else but occasionally may be required to set goals and direction of the team.

#### **Planning and Organising**

Responsible for planning and organising the work of others, managing small projects and the resources to meet laid down objectives. Assesses and reassesses priorities as required. Occasionally provides input to longer term planning and has responsibility for the operational planning and organisation of larger projects or areas of work that would require the co-ordination of a number of teams.

#### **Team Development**

Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. Frequently provides training, guidance and feedback to other members of the team based on their own knowledge and experience, either on a formal or informal basis. Occasionally identifies the training and development needs of team members, provides training or development and gives feedback and guidance on overall performance.

**Pastoral Care and Welfare**

Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries following standard welfare procedures. At times provides support and guidance on complex and serious welfare issues where standard procedures do not always exist. Uses judgement to recognise when individuals should be referred elsewhere for professional help.

**Work Environment**

Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. However, may at time be required to take standard actions within health and safety guidelines to adapt the environment for safer working, taking into account the health and safety of other people.

**SERVICE PROVISION****Teaching and Learning Support**

Provides students and others who are new to the area with standard information and guidance on procedures. Conducts short one-off training sessions or lectures, assesses performance and provides feedback during the event.

**Service Delivery**

Initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements.

**Analysis and Research**

Decides how to conduct investigations as well as analysing and interpreting the data collected.

**OTHER****Sensory and Physical Demands**

Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.



THE UNIVERSITY  
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GENERIC ACADEMIC RELATED BENCHMARK/ROLE PROFILE  
PROFESSIONAL MANAGEMENT & ADMINISTRATION  
GRADE NINE

ROLE PURPOSE & UNIVERSITY CONTEXT

**Role Overview:**

*(Brief description of the main purpose of the role)*

**University Context:**

*(Brief description of the role's context within the University)*

CORE ACCOUNTABILITIES

*(Responsibilities and Duties)*

\*See pages 2 and 3 for the Hera related statements/competencies underpinning the role.

## HERA STATEMENTS/COMPETENCIES

### PROFESSIONAL GROUP

#### **Knowledge and Experience**

Recognised as an authority in field or specialism within the institution or amongst external peers. Acts as a source of expertise. Provides guidance or opinion and influences developments within the institution through contribution to area of expertise. Engages in continuous professional development activities.

#### **Oral Communication**

Frequently conveys basic factual information and clarifies matters of a non-routine nature. Takes into account what to communicate and the best method to convey the information to others. Required to use language over and above that found in everyday conversation. Additionally required to convey and understand communication of a complex or conceptual nature which would not be immediately understood by non-specialists.

#### **Written Communication**

Frequently conveys basic factual information, clarifies complex issues which require careful explanation or interpretation to help others understand. Takes into account what to communicate and the best method to convey the information to others. Receives, understands and conveys complex conceptual information which may be highly detailed, technical or specialist.

#### **Decision Making Processes and Outcomes**

Makes independent decisions that affect either the role holder or immediate colleagues and will have an impact of limited spread which may endure for some time. Contributes to collaborative decisions regarding far reaching, complex and long lasting decisions. Provides advice or input to the decision making of others which will affect the whole institution impacting on policy and operations across the majority of departments and most members of staff or students.

#### **Initiative and Problem Solving**

Frequently resolves several complex problems at the same time which do not have a clear solution and available guidance is not specific.

#### **Liaison and Networking**

Carries out standard day to day liaison outside the immediate work team using existing procedures, participates in either internal or external networks in addition to initiating, building or leading internal networks to influence events or decisions of others and to pursue shared interests.

### MANAGERIAL RESPONSIBILITIES

#### **Teamwork and Motivation**

Overall leader of a team who is required to set the overall goals, direct the team and identify what needs to be done, by when. Occasionally manages across teams beyond the boundaries of their immediate work team ensuring teams interact effectively to achieve the common purpose of the institution.

#### **Planning and Organising**

Provides input to longer term planning and has responsibility for the operational planning and organisation of larger projects or areas of work that would require the co-ordination of a number of teams. Sets performance standards and monitors progress and assesses and reassesses priorities. Occasionally carries out planning on a strategic basis that will affect large parts of the institution and possible national or international activities.

#### **Team Development**

Occasionally required to instruct, coach and guide new members of staff on standard information and procedures. Frequently provides training, guidance and feedback to other members of the team based on their own knowledge and experience, either on a formal or informal basis. Identifies training and development needs of team members, provides training or development and gives feedback and guidance on overall performance.

**Pastoral Care and Welfare**

Occasionally required to provide an appropriate level of sensitivity to others and consideration of their needs or feelings especially if dealing with distressed individuals. Occasionally gives advice on commonly occurring welfare issues or queries following standard welfare procedures. At times provides support and guidance on complex and serious welfare issues where standard procedures do not always exist. Uses judgement to recognise when individuals should be referred elsewhere for professional help.

**Work Environment**

Works in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. However, may at time be required to take standard actions within health and safety guidelines to adapt the environment for safer working, taking into account the health and safety of other people.

**SERVICE PROVISION****Teaching and Learning Support**

Provides students and others who are new to the area with standard information and guidance on procedures. Conducts short one- off training sessions or lectures, assesses performance and provides feedback during the event.

**Service Delivery**

Initiates contact with students, departments and other customers to explore their needs, to gain feedback and to assess ways in which the service could be better adapted to meet requirements. Responsible for setting overall standards for service across a function or area of the institution.

**Analysis and Research**

Decides how to conduct investigations as well as analysing and interpreting the data collected.

**OTHER****Sensory and Physical Demands**

Required to perform standard tasks which may involve the use of simple tools and equipment. Training needed to perform these tasks effectively and safely will be, typically, in the form of limited instruction including brief demonstration and short periods of practice.