UNDERSTANDING FEDRA

FEDRA (Further Education Development and Role Analysis) is a tool used to successfully analyse all roles found within the Further Education sector, from Principal downwards. It was developed through extensive research and in partnership with Trade Unions, leading edge management consultants (KPMG and Towers Watson) and HR practitioners within and out with the sector.

FEDRA provides a "by the sector, for the sector approach" and has been consistently and independently deemed as being "fit for purpose". It is free from bias and provides Colleges with a effective scoring system in order for them to demonstrate "Equal Pay for Work of Equal Value".

FEDRA (combined with HERA, its Higher Education equivalent) is used in over 130 Colleges and Universities throughout the country and over 400,000 staff have had their roles evaluated using the system since its launch in 2007. The scheme has been rigorously tested at a national level to ensure that it continues to be fit for purpose.

Unlike a number of other schemes, FEDRA can only be used by staff who have had extensive training in the scheme, to ensure accuracy and objectivity. The scheme is accessed through ECC Online, our unique database software.

There are 50 questions attached to the FEDRA scheme with a minimum points' score of 100 FEDRA points and a maximum points' score of 1,000 FEDRA points. There are 14 elements listed below which form the basis of the FEDRA scoring scheme.

- **Communication**

  Covers communication through written, electronic or visual means and oral communication, in both informal and formal situations. This may include the need to convey basic factual information clearly and accurately; conveying information in the most appropriate format; and explaining complex or detailed and/or specialist information.

- **Team Work and Motivation**

  Covers liaising with others both within and outside the institution and creating networks of useful contacts. This may include passing on information promptly to colleagues; ensuring mutual exchange of information; influencing developments through one's contacts; and building an external reputation.

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- **Liaison and Networking**

  Covers liaising with others both within and outside the institution and creating networks of useful contacts. This may include passing on information promptly to colleagues; ensuring mutual exchange of information; influencing developments through one's contacts; and building an external reputation.

- **Service Delivery**

  Covers the provision of help and assistance to a high standard of service to students, visitors, members of staff and other users of the institution. This may include reacting to requests for information or advice; actively offering or promoting the services of the institution to others; and setting the overall standards of service offered.

- **Decision Making**

  Covers the impact of decisions within the institution and externally. This may include decisions which impact on one's own work or team; decisions which impact across the institution; and decisions which could have significant impact in the longer term within or outside the institution.

- **Planning and Organising**

  Covers organising, prioritising and planning time and resources, be they human, physical or financial. This may include planning and organising one's own work; planning work for others on day to day tasks or on projects; carrying out operational planning; and planning for coming years.

- **Initiative and Problem Solving**

  Covers identifying or developing options and selecting solutions to problems which occur in the role. This may include using initiative to select from available options; resolving problems where an immediate solution may not be apparent; dealing with complex problems; and anticipating problems which could have major repercussions.

- **Investigation and Analysis**

  Covers investigating issues, analysing information and carrying out research. This may include following standard procedures to gather and analyse data; identifying and designing appropriate methods of research; collating and analysing a range of data from different sources; and establishing new methods or models for research, setting the context for research.

- **Sensory and Physical Demands**

  Covers the sensory and physical aspects of the role required to complete tasks. This may include physical effort, co-ordination and dexterity, using aural evidence to assess next actions; applying skilled techniques and co-ordinating sensory information; and high levels of dexterity where precision or accuracy is essential.

- **Work Environment**

  Covers the impact the working environment has on the individual and their ability to respond to and control that environment safely. This may include such things as the temperature, noise or fumes, the work position and working in an outdoor environment.

- **Pastoral Care and Welfare**

  Covers the welfare and well being of students and staff within the institution, in both informal and formal situations. This may include the need to be aware of the support services available; giving supportive advice and guidance; maintaining confidentiality and building trust; and counselling others on specific issues.

- **Team Development**

  Covers the development of the skills and knowledge of others in the work team. This may include the induction of new colleagues; coaching and appraising any individuals who are supervised, mentored or managed by the role holder; and giving guidance or advice to one's peers or supervisor on specific aspects of work.

- **Teaching and Learning Support**

  Covers the development of the skills and knowledge of students and others who are not part of the work team. This may include providing instruction to students or others when they are first using a particular service or working in a particular area; carrying out standard training; and the assessment and teaching of students.

- **Knowledge and Experience**

  Covers the relevant knowledge needed to carry out the role, however acquired, whether this is technical, professional or specialist. This may include the need for sufficient experience to carry out basic, day to day responsibilities; the need for a breadth or depth of experience to act as a point of reference for others; and the need to act as a leading authority in one's field or discipline.

The elements (and their weightings) are pre-determined, based on extensive research and these cannot be altered or adjusted as this would jeopardise the integrity and validity of the scheme.

FEDRA is an evidence-based process with evidence for scoring typically coming from Role Outline Questionnaires. These Role Outline Questionnaires will accurately reflect the main responsibilities of the role. Each Role Outline Questionnaire will be evaluated using the FEDRA Notes for Guidance and the FEDRA Questionnaire contained within the ECC Online software by fully trained role analysts to determine the relative size of roles.

Role Analysts will be a combination of College Staff and Trade Union representatives. All Role Analysts will undertake a rigorous training programme which will equip them with the necessary skills to evaluate roles.

Consistency of analysis is assured through Verification Panels, where roles will be 'second scored'.