

# **Joint Agreement between the recognised Trade Unions UNISON, UCU and Bath Spa University**

## ***AGREEMENT FOR THE MODERNISATION OF PAY STRUCTURES***

### **1 Preamble**

- 1.1 This agreement has been developed in partnership between employers' and trade unions' representatives.
- 1.2 The parties to the agreement are: UNISON, UCU (formerly NATFHE) and Bath Spa University.
- 1.3 The agreement derives much of its content from the Framework Agreement reached by the JNCHES group on behalf of the employers and HE unions. This agreement represents the local implementation of the national Framework Agreement, and acknowledgement is duly given.
- 1.4 The parties are united in their view of endorsing this agreement and its commitment to recognising:
  - the vital contribution which staff at all levels make to the continuing success of the University, and the need for them to be rewarded properly; and
  - on the need to modernise pay arrangements in the sector to improve the recruitment and retention of staff, to ensure equal pay for work of equal value, to tackle problems of low pay, to recognise and reward the contribution which individuals make, and to underpin opportunities for career and organisational development.
- 1.5 This agreement supersedes national agreements on pay and grading where they exist for academic, manual and support staff in the University.

### **2 Principles**

- 2.1 The new pay structures set out under the terms of this agreement follows the principles set out in Appendix 1. The pay structure in Appendix 2 is the University's model for a common grading structure for all staff covered by this agreement.

### **3 Pay Spine**

- 3.1 The University has used the single pay spine detailed in Appendix 2 (as specified in the national Framework Agreement) to determine pay rates for all staff covered by national agreements in force on 31 July 2006.
- 3.2 The values of the pay points in this spine will be reviewed, through the agreed national negotiating machinery, with effect from 1 August each year.

- 3.3 The University will use the grading structure, based on this spine, as detailed in Appendix 2.
- 3.4 The pay structure approved in this agreement is a variant to the model commended in Appendix C of the national Framework Agreement; such variations having been negotiated in partnership with UNISON and UCU and in accordance with the principles set out in Appendix 1.

#### **4 Grading**

4.1 The University, in this agreement, follows the principles set out in Appendix 1.

4.2 In particular:

- allocation of staff to grades will be based on the outcomes of institution-wide job evaluation and the development of 5 Job Families and grade descriptors, the detailed application of which has been negotiated in partnership between the University, UCU and UNISON in line with the JNCHES guidance on job evaluation
- detailed grading arrangements – including their links with job evaluation outcomes – have been negotiated in partnership between the University, UCU and UNISON. These are detailed in Appendix 9 and 10.

#### **5 Staff Development and Review**

5.1 Access to training and development is important both for the motivation of staff and to enhance their contribution to the institution. The University makes available suitable training and development opportunities to all staff, irrespective of their present grades or career pathways.

5.2 The University will operate regular appraisals for all staff – with a view to facilitating both the improvement of performance to meet institutional objectives and career development for individuals - and will offer suitable development opportunities in the light of these.

#### **6 Progression within Grades**

6.1 All staff covered by this agreement will have pay progression opportunities within the pay range for their grade (subject to initial placement on the grade).

6.2 Arrangements for such progression is designed to offer equal opportunities for all staff in each particular grade, and to reward the acquisition of experience and contribution; and shall be operated with demonstrable fairness, transparency and objectivity.

6.3 Progression within each pay range will depend in part on an individual's length of service in the grade and in part on an assessment of their contribution. Staff will have a normal expectation of annual progression up to the given progression point for their grade.

6.4 Detailed arrangements for progression are set out in Appendix 3 of this Framework Agreement.

## **7 Re-grading to a higher grade**

- 7.1 Re-grading of staff to a higher grade will be on an equitable and transparent basis, as set out in Appendix 4.

## **8 Working Hours**

- 8.1 The application to all staff at the same grade level in an institution of equivalent pay ranges (drawn from the pay spine) assumes comparable working hours, reflecting statutory requirements on equal pay for work of equal value.
- 8.2 The University in this agreement has harmonised the length of the standard working week for all staff with a defined working week – in particular resulting in a reduction in the hours for nursery staff to 37 with effect from 1 August 2005.

## **9 Starting salaries**

- 9.1 It is expected that appointment within a grade will normally be at the minimum point. However it is recognised that on occasion the candidate will need to receive an offer that will attract them to accept the post. A higher starting salary may be offered where:
- an individual has come from an interchangeable role at the same or equivalent grade in another HEI.
  - an individual has significant experience or demonstrated expertise that is of direct relevance to their performance.
- 9.2 Before making a higher starting salary offer, careful consideration must be given to the potential effect on existing staff of paying a higher salary to a new starter.
- 9.3 All proposed salaries above the minimum for the grade should be submitted to Human Resources Department for formal approval.
- 9.4 The maximum salary for the grade cannot be exceeded under any circumstances. If specific attraction and retention issues arise they should be addressed under the market supplement policy.
- 9.5 In the case of internal promotions or transfers to a higher grade as a result of re-grading through the job evaluation re-grading process, staff will move to the lowest point in the higher grade.

## **10 Increments**

- 10.1 Increments for all staff will be moved so that they are paid on the 1<sup>st</sup> August of each year. Details of the transition arrangements are contained in Appendix 6.

## **11 Attraction and Retention Premia**

- 11.1 The University has agreed on the provision of payment of market supplements for particular roles, where labour market conditions dictate. Appendix 5 of this agreement sets out guidelines for the use of such premia, and these are adopted by the University.

## 12 **Equal Opportunities and Pay**

12.1 Action to foster equal opportunities is at the heart of this agreement.

## 13 **Implementation**

13.1 The University will implement the new pay arrangements from 1 August 2006 for staff covered by this agreement. Arrangements for assimilation of individual staff to the new pay structure are as set out in Appendix 6.

13.2 Pay arrangements implemented in accordance with this agreement will supersede all the relevant provisions regarding pay and grading in the inherited national agreements listed in Appendix 9 of the Framework Agreement and appended here.

Signed on behalf of Bath Spa University:

Signed on behalf of UNISON:

Signed on behalf of UCU:

Date:

# JOINT AGREEMENT BETWEEN UNISON, UCU AND BATH SPA UNIVERSITY

## AGREEMENT FOR THE MODERNISATION OF PAY STRUCTURES

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## APPENDIX 1

### PRINCIPLES FOR THE DETERMINATION AND IMPLEMENTATION OF PAY AND GRADING STRUCTURES

The following principles underpin all aspects of this agreement. The University will adopt pay and grading structures which:

- 1 apply to all staff covered by the remit of the Joint Negotiating Committee for Higher Education Staff, except senior managers;
- 2 have been developed in partnership with their recognised trades unions, working to reach negotiated agreements on a timely basis;
- 3 link with the nationally determined pay spine in a clearly defined, rational and orderly manner;
- 4 support the achievement of equal pay for work of equal value, with the application of pay points to staff being transparent, consistent and fair;
- 5 base the allocation of staff to grades on the outcomes of job evaluation/job matching arrangements which:
  - enable equitable, consistent and transparent judgements to be made about the relative value or size of jobs;
  - will cover all academic, support and manual staff;
  - have been administered in consultation with the recognised unions;
  - provide access to appropriate review procedures in the event of disputes about grading outcomes;
- 6 apply common grading across all staff groups, including where pay structures are expressed locally in terms of more than one job family;
- 7 be appropriate to the objectives and culture of the University;
- 8 provide for salary and career progression to attract, retain and motivate staff, rewarding appropriately their knowledge, experience and contribution;
- 9 have regard to the Resources likely to be available to the institution;
- 10 can be implemented over a sustained period;
- 11 will be developed and introduced in consultation with those affected – managers, staff and their representatives;
- 12 will be readily understandable to staff and clearly communicated to them.

## APPENDIX 2

## Bath Spa University

as at 30/11/2006

## New Grading Structure, compared with original (approximated)

Pt.	Sal wef Aug-05	wef Aug-06	wef Feb-07	wef Aug-07	wef May-08	wef Oct-08	NEW GRADES	EXISTING GRADES
51	£47,685	49,116	49,607	51,095	52,628	53,943	Grade 10	
50	£46,296	47,685	48,162	49,607	51,095	52,372	Ac5	
49	£44,947	46,295	46,758	48,161	49,606	50,846	Grade 9A	
48	£43,638	44,947	45,397	46,759	48,161	49,365	Ac4A	
47	£42,367	43,638	44,074	45,397	46,759	47,927	Grade 9S	
46	£41,133	42,367	42,791	44,074	45,397	46,532	Ac4S	
45	£39,935	41,133	41,544	42,791	44,074	45,176		£39,286
44	£38,772	39,935	40,335	41,545	42,791	43,861		PO4
43	£37,643	38,772	39,160	40,335	41,545	42,583	Grade 8A	
42	£36,546	37,642	38,019	39,159	40,334	41,343	Ac3A	
41	£35,482	36,546	36,912	38,019	39,160	40,139		
40	£34,443	35,481	35,836	36,911	38,019	38,969		
39	£33,445	34,448	34,793	35,837	36,912	37,835		
38	£32,471	33,465	33,799	34,813	35,858	36,754		
37	£31,525	32,471	32,795	33,779	34,793	35,663	Grade 8S	
36	£30,607	31,525	31,840	32,796	33,780	34,624	Ac3S	
35	£29,715	30,606	30,913	31,840	32,795	33,615		
34	£28,850	29,716	30,013	30,913	31,840	32,636	Grade 7	
33	£28,009	28,849	29,138	30,012	30,912	31,685	Ac2	
32	£27,194	28,010	28,290	29,139	30,013	30,763		
31	£26,401	27,193	27,465	28,289	29,138	29,866		
30	£25,633	26,402	26,666	27,466	28,290	28,997		
29	£24,886	25,633	25,889	26,666	27,466	28,152	Grade 6	
28	£24,161	24,886	25,135	25,889	26,665	27,332	Ac1	
27	£23,457	24,161	24,402	25,134	25,888	26,536		
26	£22,774	23,457	23,692	24,403	25,135	25,763		
25	£22,111	22,774	23,002	23,692	24,403	25,013		
24	£21,467	22,111	22,332	23,002	23,692	24,284		
23	£20,842	21,467	21,682	22,332	23,002	23,577		
22	£20,235	20,842	21,050	21,682	22,332	22,891	Grade 5	
21	£19,645	20,234	20,437	21,050	21,681	22,223		
20	£19,073	19,666	19,862	20,458	21,072	21,599		
19	£18,517	19,073	19,263	19,841	20,436	20,947		
18	£17,973	18,517	18,703	19,264	19,841	20,338		
17	£17,454	17,978	18,157	18,702	19,263	19,745		
16	£16,948	17,461	17,636	18,165	18,710	19,177		
15	£16,452	16,967	17,137	17,651	18,180	18,635	Grade 4	
14	£15,973	16,488	16,653	17,152	17,667	18,109		
13	£15,508	16,023	16,183	16,669	17,169	17,598		
12	£15,056	15,571	15,727	16,199	16,684	17,102		
11	£14,618	15,133	15,284	15,743	16,215	16,621		
10	£14,192	14,707	14,854	15,300	15,759	16,153	Grade 3	
9	£13,778	14,293	14,436	14,869	15,315	15,698		
8	£13,387	13,902	14,041	14,462	14,896	15,269		
7	£13,009	13,524	13,659	14,069	14,491	14,853		
6	£12,692	13,207	13,339	13,739	14,159	14,513		
5	£12,335	12,850	12,979	13,368	13,788	14,133	Grade 2	
4	£11,989	12,504	12,629	13,008	13,428	13,764		
3	£11,703	12,218	12,340	12,710	13,130	13,459		
2	£11,377	11,892	12,011	12,371	12,791	13,111		

£44,328

£37,521

Pr Lect

£30,363

Snr Lect

Lect

Ancil.

MG7

MG 5 &amp; 6

MG4

MG3

MG2

MG1

## **APPENDIX 3**

### **PROCEDURE FOR PROGRESSION WITHIN GRADES**

#### **1 Principles**

- 1.1 Opportunities for progression and re-grading will be available to all groups of staff, though the scope and criteria for such progression may need to vary.
- 1.2 Progression and re-grading criteria should:
  - be clearly related to institutional objectives;
  - not be unfairly or inappropriately discriminatory.
- 1.3 Systems for assessment of the contribution made by staff should be fair, consistent and transparent on the basis of defined expectations and success criteria. Judgements should be demonstrably based on objective evidence. (See Appendix 8)
- 1.4 The progression and re-grading criteria below and the mode of their application has been developed in consultation with union representatives.
- 1.5 Progression and re-grading arrangements should be communicated to staff so that they understand the operation of the process, and the part they and their managers play in it.
- 1.6 Appropriate training will be given to managers and staff so that progression and re-grading systems can be operated in an equitable, fair, transparent and objective manner.
- 1.7 The progression and re-grading system should:
  - Avoid costly, bureaucratic and excessive burdens on staff;
  - Ensure that progression opportunities and rewards are demonstrably equally available to all staff who meet the criteria.

#### **2 Progression within grades**

- 2.1 Progression within each pay grade will depend on the entry point for new staff and length of service. Progression will be based on annual increments, which recognise and reward the increasing skill and expertise that individuals gain through their work. Progression on this basis will be to the maximum point of the grade, except in grade Ac4S/A and 9S/A and Ac3S/A and Grade 8S/A.
- 2.2 A development review at point 37 or point 46 would be undertaken with all staff who reach this point within the grade. Staff will progress through if they can demonstrate to the Head of School or Department undertaking a development review that their responsibilities are those contained within the Ac4A/9A descriptor or Ac3A/8A descriptor.
- 2.3 The development review would also identify where additional Resources and training may be needed to support the individual in undertaking more responsibility. This information will be put together in a “development plan”.

- 2.4 If progression is recommended, this must be supported by the Head of Human Resources and approved by the Vice Chancellor.
- 2.5 Staff who are not recommended progression through development point 37 or 46 may request in writing a second review which will be undertaken by the Head of Human Resources. If, after this review, the member of staff wishes to appeal the result of this second review they may request, in writing, a full HERA evaluation in line with the job evaluation procedure.

### **3 Progression between grades**

- 3.1 All staff can expect progression up to the contribution threshold within their grade. Progression into the next grade is done via direct applications by the individual for re-grading through the job evaluation scheme (See Appendix 4).
- 3.2 Newly appointed lecturers with little or no previous experience in teaching in HE would be required to undertake the teaching in HE qualification and placed in Ac3S. Upon completion of the certificate, they would be expected to take on the additional duties contain within Ac3A profile and move into that grade with immediate effect.
- 3.3 A review at point 34 would be undertaken with all staff who reach this point within the grade. The purpose of the review will be to determine the individual development needs for the staff member and where the requirements of the institution allow, support the staff member in activities that facilitate career progression into the appropriate higher grade.
- 3.4 The only exception to 3.1 and 3.2 may be where job families have training grades, linked to undertaking additional responsibilities, where progression is built into the individual development plan.

## APPENDIX 4

### PROCEDURE FOR THE REGRADING OF STAFF – JOB EVALUATION

This document sets out the procedure to be used after implementation of the Pay Framework has been achieved, detailing the criteria and procedure relating to the evaluation of all posts throughout the Institution, including academic, support and manual staff. This would replace the current procedure on regrading applications.

The process will involve three possible stages:

**Review** – The initial meeting between the employee and the Head of Human Resources, where the grading is considered against the grade descriptors.

**Job Evaluation** – The post is fully evaluated using the Higher Education Role Analysis scheme.

**Regrading** – As a result of either review or evaluation, the post is regraded.

#### 1 When you can apply for Job Evaluation

1.1 Any request that an individual makes for their post to be evaluated must meet the following criteria:

- Any request must not be within 12 months of any previous request, appeal or implementation of the pay framework.
- The employee must have been employed in the post for 12 months or more before a request for regrading can be made.

1.2 There are two circumstances when a request for a job evaluation would be appropriate:

- The existing job holder is working within a role and seeks regrading, with or without the support of the line manager.
- The development of a new post, which needs grading.

#### 2 How to apply for Job Evaluation

2.1 Employees wishing to apply for regrading must use the form JE1, available from the Human Resources Department or from the Human Resources web pages. The employee must demonstrate specifically by reference to the grading criteria, where they feel their post does not match the grade assigned to them. The JE1 must be signed by both the employee and the line manager, if they are supporting the application. This form is used whether the Line Manager supports the application or not. The signed form is then passed to the Head of Human Resources.

- 2.2 The Head of Human Resources will meet with the employee to review his/her reasons for the request. If the employee can demonstrate reasonable grounds for a job evaluation, the Head of Human Resources will then organise this by allocating an analyst to conduct a full HERA interview.
- 2.3 The analyst will conduct a HERA interview. Once written up, the record of evidence must then be agreed with the employee and their line manager. The analyst scores the evidence and passes it to another analyst for second scoring and finally to Human Resources. Any questions that arise from these processes will be taken back to the analyst and employee and/or line manager for clarification.
- 2.4 If the results indicate that regrading is appropriate, then authorisation will be sought from the Vice Chancellor by the Head of Human Resources. Once this is gained, the employee will be notified of the outcome and their salary adjusted accordingly, with effect from the date of receipt into Human Resources as on the JE1.
- 2.5 If the result indicates that there is no change to the grade, the employee will be informed by the Head of Human Resources and advised of their right of appeal, as detailed below.
- 2.6 This process will normally be completed within 6 weeks, with successful applications backdated accordingly.

### **3 Evaluation of a new job**

- 3.1 Where a new post has been created, the grading can be done as a desk top exercise involving the Line Manager and the Head of Human Resources. The grade descriptors will facilitate the grading process. However, if this proves inconclusive, a full job evaluation will be done.

### **4 Appeals**

- 4.1 If an employee is considering lodging an appeal against the evaluation results The appeal should be made in writing using form JE2 and sent to the Head of Human Resources within 5 working days of notification of the result of the HERA evaluation. The basis of the appeal is that there is new evidence or evidence that was not taken into account by the analyst during the HERA interview or the scoring. If this is not evidenced by the employee in their appeal application, the appeal will be turned down by the Head of Human Resources, as detailed in 6.2.
- 4.2 If it is agreed that the appeal should proceed, the employee will be given a copy of the record of evidence and the score generated from the evaluation interview.
- 4.3 The Human Resources Department will then arrange for an appeal panel to be convened within 1 month of receipt of the appeal. If arrangements cannot be made within this timescale, the staff member will be informed of the reasons and the next available date.
- 4.4 The appeal panel will consist of the following: A member of the Human Resources Department, a member of the Senior Management Team (Chair) and a Trade Union representative. All appeals panel members will need to have received training on the HERA process. A note taker will be present throughout.

- 4.5 The employee has the right to be represented at the appeal hearing by a trade union representative or work colleague.
- 4.6 The chair of the appeal panel will ask the employee to detail their reasons for the appeal, and to demonstrate with the record of evidence where they feel the new evidence should be taken into account.
- 4.7 The panel will consider the evidence, ask questions where appropriate and ask for additional information and verification from the employees' line manager, who will be made available, if required.
- 4.8 The employee then has the opportunity to sum up their argument. Afterwards the panel retire to consider the new evidence and decide whether it is
- Appropriate to be considered as evidence
  - Whether the record of evidence should be amended
  - Whether the score relating to that evidence should be amended
- 4.9 If the panel revise the scoring, then the HR representative will be responsible for amending the scores on the HERA software and producing the new score total.
- 4.10 There are two possible outcomes from the appeal panel:
- The grade determined by the HERA evaluation is confirmed
  - The grade determined by the HERA evaluation is not confirmed and the grade determined by the panel is implemented with effect from the date of application on the JE1.
- 4.11 The Human Resources panel member will communicate the outcome to the employee in writing within 5 working days of the reconvened hearing.
- 4.12 The decision of the appeal panel is final.

## **5 General Principles**

- 5.1 The employee has the right to be accompanied to the appeal hearing by a fellow worker, or a full time trade union officer or a union official who has been certified by the union as having experience and/or training in job evaluation matters.
- 5.2 Where the Head of Human Resources has considered the application for regrading or appeal unreasonable and the employee disagrees, they must put their case in writing to the Deputy Vice Chancellor responsible for appeals within 5 working days of the Head of Human Resources' decision.
- 5.3 The Deputy Vice Chancellor will consider the case for regrading or appeal and respond to the request in writing within 5 working days. If a longer period of time is needed, the employee will be informed in writing. The decision of the Deputy Vice Chancellor is final.

## APPLICATION FOR JOB EVALUATION      JE1

<b>Job Title</b>		
<b>School/Department</b>		
<b>Employee's Name</b>		
<b>Grade</b>	<i>Current</i>	<i>Proposed</i>
<b>Reason for Request</b>          		
<b>Signature of Employee</b>	<i>Date</i>	
<b>Request supported by Line Manager</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Signature of Line Manager</b>	<i>Date</i>	
<b>For Office Use</b>	<b>Date of receipt in Human Resources</b>	
	<b>Agreed by Head of Human Resources to progress to evaluation</b>	
	<b>Date of job evaluation</b>	
	<b>Grade determined from evaluation</b>	
	<b>Vice Chancellor approved new grade</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
	<b>Date employee informed</b>	
	<b>Date new grade is effective from</b>	
	<b>Payroll Informed</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p><b>Guidance for the completion of "Application for Job Evaluation" JE1</b>          When completing the section "Reason for request", employees should, in the first instance consider the range of duties they currently undertake and match these to the grade descriptors published on the Human Resources web pages. If you consider that you are carrying out work of a higher grade, you should identify the grade you believe is representative of your work and give examples of duties you carry out using the descriptors where your work is at the level of that grade.</p>		

## APPLICATION FOR JOB EVALUATION APPEAL    JE2

<b>Job Title</b>		
<b>School/Department</b>		
<b>Employee's Name</b>		
<b>Grade</b>	<i>Current</i>	<i>Proposed</i>
<b>Reason for Appeal</b>          		
<b>Signature of Employee</b>	<i>Date</i>	
<b>For Office Use</b>	<b>Date of receipt in Human Resources</b>	
	<b>Agreed by Head of Human Resources to progress to appeal</b>	
	<b>Date of appeal hearing</b>	
	<b>Grade determined by appeal panel</b>	
	<b>Vice Chancellor approved new grade</b>	<input type="checkbox"/> Yes <input type="checkbox"/> N/R <input type="checkbox"/> No
	<b>Date employee informed</b>	
	<b>Date new grade is effective from</b>	
	<b>Payroll Informed</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No

## APPENDIX 5

### PROCEDURE FOR THE PAYMENT OF MARKET SUPPLEMENTS

#### 1 Introduction

- 1.1 The University requires mechanisms to deal with difficult recruitment conditions where problems involving the recruitment and retention of staff is impacting on the delivery of the curriculum or service.
- 1.2 There are a number of ways that recruitment problems can be dealt with:
  - Clear recruitment strategy, including advertising campaign
  - Alternative recruitment methods, i.e. journals, web campaign, agencies
  - Flexible contractual terms i.e. job share, part time working, home working
- 1.3 However, where these have failed and initial evidence points to salary levels as a possible cause, a market supplement may be appropriate.
- 1.4 This policy applies to all staff, including Senior Management Team appointments.

#### 2 Market Supplements

- 2.1 A market supplement is a percentage of salary paid on top of the base salary which brings the total salary in line with the external market for that particular job. The amount of supplement paid is decided through the use of systematic analysis of pay data on the particular job in question. This is done through the use of published or commissioned pay surveys, carried out by an external consultant or the Human Resources Department.

#### 3 Criteria for payment of a market supplement

- 3.1 Payment of a supplement must be based on demonstrable evidence of a recruitment or retention problem. The anticipation of a problem or the potential resignation of a key individual is insufficient.
- 3.2 Evidence that would need to be available will include:

**Recruitment:** - At least 2 attempts to recruit to a post, without success, followed by;

- Use of alternative recruitment methods
- Consideration of flexible employment options, if not already available
- Consideration of options to develop the skills required in-house

**Retention: -**

- Failure to keep employees in post for longer than 12 months, over a three year period
- Exit data indicating uncompetitive salary available in comparison to the local market

3.3 Once all of the above can be evidenced, the Head of Human Resources will begin an analysis of the salaries attached to the post and determine if a market rate is applicable.

**4 Market Supplement data**

4.1 The precise data source for the salary survey will be determined by the Head of Human Resources together with any consultant charged with conducting the survey. Acceptable sources include:

- Government statistics
- Pay research bodies
- HR networks
- Recruitment agencies adverts
- Professional bodies
- Industry sponsored surveys
- Specialist consultants
- Local/national job adverts

4.2 One source may be sufficient, dependant upon the post in question. The choice of these sources will depend on the following:

- The match of the post in question to the salary data
- Transparency in the collection of the salary data
- Data validation
- Data differentiated according to variable e.g. location, job size, sector
- When the data was collected – is it up to date
- Breakdown of salaries i.e. bonuses, regional allowances

4.3 Details of all sources used and the analysis of the data will be recorded on Appendix 1, Market Supplement Investigation. The Head of Human Resources will oversee any analysis of a market supplement by recording the following:

- The rationale for investigating the use of a market supplement. This would include all attempts to recruit/retain staff as detailed above
- All data sources used in the assessment of the market data
- The details of which posts the supplement would apply to. This should cover all posts where identical skill set or specialist knowledge are required and will include posts currently occupied as well as vacancies and new posts.
- The outcome of the review and recommendations on the payment of a market supplement.
- A copy of the outcome and recommendation will be copied to the relevant trade union for information and must be treated as "Confidential"

## **5 Payment of Market Supplements**

5.1 The payment of a market supplement is recommended to the Vice Chancellor, using Appendix 1 attached. Any supplement paid is subject to an annual review by the Head of Human Resources. The outcome of that review could be one of the following:

- The supplement is continued at the same %
- The supplement % is increased if more than 1% increase change in market data is identified
- The supplement % is reduced if more than 1% decrease in market data is identified.

5.2 Once the supplement has been authorised by the Vice Chancellor, the supplement is paid to all posts covered using the following criteria:

- The entitlement will be paid with immediate effect and expressed as an annual cash amount
- The employee will continue to progress incrementally up their evaluated job grade and receive any inflationary pay awards.
- The supplement will be detailed separately on the employees pay slip and expressed as an additional payment.
- The supplement will be pensionable and will be reviewed annually.
- If the outcome of an annual review is that the supplement is to be reduced or removed, the employee(s) concerned will be given 3 months notice in writing of this before it was applied. All changes to supplements, whether increased, reduced or removed will be done through recommendation by the Head of Human Resources and authorisation by the Vice Chancellor.

- All employees entitled to a market supplement will be provided with a written statement of their entitlement and the criteria upon which the supplement is paid.
- If an employee moves to another role within the University that does not attract a market supplement, the supplement will cease immediately.
- Where a market supplement has been reduced or removed, there is no right of appeal.
- All market supplement payments will be reviewed regularly by the Head of Human Resources with a view to ensuring no bias is being applied, particularly in the area of gender. An annual report summarising market supplements payments will be sent for information to the Equal Opportunities Advisory Group and the Joint Consultative Negotiating Committee.

## **Payment of Market Supplement Investigation**

Who will be conducting the investigation: Human Resources/External Consultant

Date that the investigation must be completed by

### **1 The Post**

Detail below the post/role details, including attaching an up to date copy of a Job Description and Person Specification, reporting relationships and location and HERA points score if available. Please also detail any line management responsibility i.e. no's of staff, size of budgets and any targets or revenue the post holder is responsible for.

Are there other posts with similar requirement regarding skills/knowledge are there within the University? If yes, list the current employees and salaries being paid, together with grades and details of any incremental progression/contribution pay that may be applicable.

### **2 The Evidence**

Have there been a least two previous attempts to recruit to this post?

Details of these recruitment campaigns, including salary offered, recruitment sources, web recruitment, radio and all other methods used.

Details of response rates to these campaigns:

#### **Campaign 1**

Interest response/web site hits

Total number of applications (by campaign)

Number of suitable candidates short listed

Number of candidates interviewed

Detail assessment methods used

Number of appointable candidates

Details of candidates offered the post and reasons for rejection

## **Campaign 2**

Interest response/web site hits

Total number of applications (by campaign)

Number of suitable candidates shortlisted

Number of candidates interviewed

Detail assessment methods used

Number of appointable candidates

Details of candidates offered the post and reasons for rejection

## **Alternative methods/sources of recruitment**

What were the differences between Campaigns 1 & 2? E.g. use of internet advertising, specialist journals, agencies, radio

Was any adjustment to the job requirement or person specification criteria made?

What mode of employment is being offered for this post i.e. job share, part time, term time working, flexible hours? If none are being offered, why not?

Is there any scope for the development of an existing employee to cover this role?

## **Retention**

Are there staff retention problems associated with this post?

If so, detail the post holders for the last 4 years, including salary paid, length of service, reason for leaving (exit data)

## **Recommendation for Investigation**

Summarize the reasons for consideration of a market supplement, including any additional information not detailed in the evidence above.

**MARKET SUPPLEMENT DATA FOR THE POST OF:**

Survey used and date conducted	Survey Job Title	No. of examples	Scope of the data	Stats	Base salary	Total salary

Benefits:

Comment

<p><b>Assessment</b></p> <p><b>Base Pay:</b></p> <p><b>Market Supplement:</b></p>
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## APPENDIX 6

### ASSIMILATION OF INDIVIDUAL STAFF TO NEW PAY STRUCTURES

This Appendix sets out the basic arrangements for how staff will move from the present nationally agreed pay scales to the new pay structures established within the terms of this agreement.

- 1 The grade of the individual shall be determined by:
  - 1.1 a representative sample of all staff roles being taken across the University, and evaluated using the HERA job evaluation system.
  - 1.2 each benchmark job being scored and the scores then used to construct an appropriate grading structure
  - 1.3 the development of job families to describe appropriately the work expected within each family and a grade descriptor describing the work of each family at each appropriate grade.
  - 1.4 each individual being matched to a grade descriptor, and thereby to a grade.

#### 2 Job Families

- 2.1 In order to keep the objective of a transparent and objective job evaluation scheme in operation, staff and managers need to be clear what constitutes the responsibilities and duties attached to the grades of posts.
- 2.2 In order to describe the work of all staff in a generic format within each grade, five job families have been developed;
  - Academic
  - Management, Specialist & Administrative
  - Operational
  - Technical
  - English Language Tutors

#### 2.3 Academic

This job family would include all academic staff, focused entirely on teaching, scholarship and research. The descriptors for the grades within this family would evolve from the Academic Role Profiles.

#### 2.4 Management, Specialist & Administrative

All those involved in the professional and administration functions for students, staff and the public. Typically this would include administration and clerical staff; those involved in the development and implementation of policies, processes and those that give specialist advice; projects that they manage; and posts at a higher level that require an understanding of the University's systems and objectives.

## 2.5 *Operational*

Posts within this family are those directly connected with the operating and running of services and facilities for students and staff, e.g. catering, cleaning, grounds and buildings maintenance and portering.

## 2.6 *Technical*

Within this family are posts which provide technical support to academic staff, other technical staff and students through setting up and operating equipment, running tests and giving technical advice and guidance. They support teaching activities such as lectures and seminars and provide technical input into teaching programmes. At a more senior level, they would either provide highly specialised technical advice or have management responsibility for a technical group of staff.

## 2.7 *English Language Tutors*

This job family relates specifically to those staff who are delivering foundation level programmes to students learning English.

## 3 **Grade profiles**

- 3.1 With the grade structure agreed, the profiles for each grade within each job family have now been developed and are detailed in Appendix 10.

## 4 **Job Matching**

- 4.1 Using the grade profiles agreed, all existing posts will be matched into the job family and grade. In the first instance, staff and managers will be asked to review their job descriptions to ensure that they are accurate reflection of their current duties.
- 4.2 Managers then meet with a member of the Human Resources team to match all posts into the new grading structure. Matching will be on the basis of a best fit into the grade descriptor and a common sense approach of what is appropriate for the department/school.
- 4.3 The results of this exercise for each school/department are then reported back to the framework working party, with any potential green and red circled posts identified.
- 4.4 These posts would then be subject to any arrangements that have been agreed regarding green and red circling e.g. salary protection, retraining.

## 5 **Appeals**

- 5.1 Once the matching process has been completed and agreed with both the trade unions and the University, staff will be informed of their new grade and pay and given the right of appeal using the Appeals Procedure already agreed.

## **6 Assimilation of matched posts onto the new pay spine**

### 6.1 Where current pay matches pay for grade:

- The individual will be paid at the point on the new spine equal to or immediately above their current pay; and
- The individual's grade will be confirmed forthwith.

### 6.2 Where current pay is lower than pay for grade:

- The individual is promoted to the appropriate higher grade and is paid at the bottom of the pay range for that grade.

### 6.3 Where current pay is higher than pay for grade:

- The individual continues at their current pay level, on a protected basis, for a period in accordance with the University existing policy on protection of pay; after which his/her pay will be reduced to the highest point below the grade boundary appropriate for the post as graded following job evaluation.

### 6.4 Where a market supplement is currently being paid, this will continue unless the grading of the post is increased. If this is the case, the market supplement will be reduced proportionate to the increase in salary.

## **7 Annual Increments**

### 7.1 Annual increments for all staff will be harmonised to a common date of August 1<sup>st</sup> each year, commencing on 1<sup>st</sup> August 2006.

### 7.2 Transitional arrangements to allow for the movement of staff from the old pay arrangements into the new pay framework have been agreed with partial increments paid on 1st August 2006 as follows:

- If an academic staff member is due an increment on 1 September 2006 it would apply for 11 months of 2006/07, and a calculation 11/12 of this increment would be added to existing salary as at 31 July 2006. The individual would then immediately be assimilated to the next higher point on the new pay spine within the new matched grade. The next increment would be due 1 August 2007 and the member of staff would receive the full increment on the new pay spine, if due and 1<sup>st</sup> August each year thereafter.
- If an support staff member is due an increment on 1 April 2007, it would apply for 4 months of 2006/07, and a calculation of 4/12 of this increment would be added to existing salary as at 31 July 2006. The individual would then immediately be assimilated to the next higher point on the new pay spine within the new matched grade. The next increment would be 1 August 2007 and the member of staff would receive the full next increment on the new pay spine, if due and 1<sup>st</sup> August each year thereafter.

## 8. Pay Protection

8.1 Staff identified as “red circled” as a result of the implementation of the Pay Framework scheme would receive pay protection as follows:

- Staff identified as being placed into a lower grade will have their salary frozen from 1<sup>st</sup> August 2006 for a period of four years. During that time no annual increments or inflationary rises will be applied to the salary.
- After four years pay protection, staff who have been “red circled” will be placed onto the highest point of the assimilated grade outside of any agreed contribution zone. Annual inflationary rises can then be applied.

8.2 For red circled staff, a programme of staff development or training may be appropriate. This would aim to support the employee in developing their skills and knowledge and assist with career progression.

8.3 Funds available for development would be approximately 2% of the employees red circled salary per annum. In order to access this funding, the employee would need to agree a planned programme of development with their line manager, which was specific to the requirements of the grade above their current one.

## 9. Qualification Allowance

9.1 The current arrangements for staff employed as technicians are as follows:

- Technician Allowance A – currently £174 per annum  
Paid if a member of staff holds a NVQ3 qualification in their subject area
- Technician Allowance B – currently £137 per annum  
Paid if a member of staff holds a NVQ2 qualification in their subject area

9.2 These payments cease with effect from 1 August 2006 and that all existing staff who currently receives either one or both of these payments will have the full amount consolidated into their current annual salary and used as the salary for assimilation purposes.

## 10. Pay arrangements for part time hourly paid staff

10.1 Arrangements to ensure equal treatment for these staff will be as follows:

### Lecturing staff

10.2 All current part time hourly paid lecturers will be job matched in Grade Ac2 at point 30, unless their responsibilities demonstrate work at a higher grade. Salary point 30 provides an assimilated hourly rate of £33.31, based on the calculation of part time hourly paid lecturers as detailed in the JNCHES guidance.

$$37 \text{ hours per week} \times 52 \text{ weeks per year} = \frac{1924 \text{ hours}}{\text{Annual salary (Point 30)} \times 2.5 \text{ hours}}$$

**Note:** Built into the hourly rate is an additional 1.5 hours for preparation and marking which equates to the figure of 2.5 hours shown above.

### **Instrumentalist staff**

- 10.3 Current instrumental staff will be job matched into Ac2 at point 32. Salary point 32 provides an assimilated hourly rate of £28.27, based on a calculation for part time hourly paid instrumentalist as follows:

$$37 \text{ hours per week} \times 52 \text{ weeks per year} = \frac{1924 \text{ hours}}{\text{Annual salary (point 32)} \times 2 \text{ hours}}$$

**Note:** Built into the hourly rate is an additional 1 hour for repertoire planning, professional updating, formative and summative feedback and assessment which equates to the figure of 2 hours shown above.

### **English Language Tutors**

- 10.4 Current English language tutors will be job matched into ELT1 at point 29. Salary point 29 provides an assimilated hourly rate of £18.84, based on the calculation for part time hourly paid English language tutors as follows:

$$37 \text{ hours per week} \times 52 \text{ weeks per year} = \frac{1924 \text{ hours}}{\text{Annual salary (point 29)} \times 1.5 \text{ hours}}$$

**Note:** 1.5 represents a contractual commitment of 1 hour teaching and 30 minutes preparation, marking and associated duties which equate to the figure of 1.5 shown above.

- 10.5 All part time hourly paid staff will receive annual increments in line with all other staff covered under the agreement until they reach the top of their allocated grade. This is irrespective of their contractual status, which will depend upon length of service in line with the Fixed Term Workers Directive, 2002.
- 10.6 An annual review of all part time hourly paid staff would be conducted by the Head of School, in conjunction with the Human Resources Advisor. Those staff who had worked a significant amount of hours, normally in excess of 200 in the previous academic year will be considered for conversion to a pro rata contract of employment.
- 10.7 New part time hourly paid staff will be appointed in line with the procedure for new appointments, as detailed in 9.1 of the Framework Agreement.
- 10.8 Part time hourly paid staff will be employed in line with the Fixed Term Workers Directive, 2002. The University is in the process of developing agreed procedures in order to comply with this legislation which will be available shortly.

## **APPENDIX 7**

### **APPEALS PROCEDURE – TRANSITION ARRANGEMENTS**

- 1.1 The aim of the appeals procedure is to ensure equal pay for work of equal value. The appeals process therefore looks to ensure that any anomalies within the assimilation process of job matching for all staff are addressed. This could potentially mean a higher or lower grade being applied to the post in question as a result of the appeal.
- 1.2 This Appeals procedure is for the purpose of dealing with appeals against placement on the new pay structure, and is part of the transition process. It has no life after all transition appeals have been heard.

#### **2 Criteria for Appeal**

- 2.1 The appeals procedure is available to any member of staff who, as a result of the implementation of the new grading structure has been job matched into either a grade or job family which the employee can demonstrate is not representative of the work they carry out.
- 2.2 The appeal must be substantiated with evidence and reasons given. The employee must show where they feel their role differs from the grade descriptors.
- 2.3 Employees cannot appeal against the pay point into which they have been assimilated.

#### **3 The Appeals Procedure:**

##### **Stage 1 - Review**

- 3.1 Appeals must be made within 6 weeks of notification of their new grade. The appeal should be made in writing, to the Head of Human Resources. All appeals received by that date will be acknowledged by the Human Resources Department
- 3.2 The Head of Human Resources will arrange to conduct a review of the matching process by meeting with the employee and their representative and discussing their reasons for appeal. The employee must demonstrate specifically by reference to the grading criteria, where they feel their post does not match the grade assigned to them.
- 3.3 The Head of Human Resources will consult with a trained HERA SMT member regarding the basis of the appeal. If the reasons are valid, the Head of Human Resources will then organise a job evaluation by allocating an analyst to conduct a full HERA interview.
- 3.4 The outcome of the HERA evaluation may indicate three possible outcomes:
  - The grade is incorrect and should be higher
  - The grade is incorrect and should be lower
  - The grade is correct
- 3.5 If the employee is satisfied with the outcome of the full evaluation, then no further action is taken. If, once the evaluation has taken place and a grade assigned, the employee still wishes to continue with the appeal, they must follow the process from 4 onwards.

## 4 Stage 2 – Appeal

- 4.1 The appeal should be made in writing, to the Head of Human Resources within 5 working days of notification of the result of the HERA evaluation. The basis of the appeal is that there is new evidence or evidence that was not taken into account by the analyst during the HERA interview or the scoring. If this is not evidenced by the employee in their appeal application, the appeal will be turned down by the Head of Human Resources, as detailed in 5.2.
- 4.2 If it is agreed that the appeal should proceed, the employee will be given a copy of the record of evidence and the score generated from the evaluation interview.
- 4.2 The Human Resources Department will then arrange for an appeal panel to be convened within 1 month of receipt of the appeal. If arrangements cannot be made within this timescale, the staff member will be informed of the reasons and the next available date.
- 4.4 The appeal panel will consist of the following: A member of the Human Resources Department, a member of the Senior Management Team (Chair) and a Trade Union representative. All appeals panel members will need to have received training on the HERA process. A note taker will be present throughout.
- 4.5 The employee has the right to be represented at the appeal hearing by a trade union representative or work colleague.
- 4.6 The chair of the appeal panel will ask the employee to detail their reasons for the appeal, and to demonstrate with the record of evidence where they feel the new evidence should be taken into account.
- 4.7 The panel will consider the evidence, ask questions where appropriate and ask for additional information and verification from the employees' line manager, who will be made available, if required.
- 4.8 The employee then has the opportunity to sum up their argument. Afterwards the panel retire to consider the new evidence and decide whether it is
- Appropriate to be considered as evidence
  - Whether the record of evidence should be amended
  - Whether the score relating to that evidence should be amend
- 4.9 If the panel revise the scoring, then the Human Resources representative will be responsible for amending the scores on the HERA software and producing the new score total.
- 4.10 There are two possible outcomes from the appeal panel:
- The grade determined by the HERA evaluation is confirmed and implemented, with effect from 1<sup>st</sup> August 2006
  - The grade determined by the HERA evaluation is not confirmed and the grade determined by the panel is implemented with effect from the 1<sup>st</sup> August 2006.
- 4.11 The Human Resources panel member will communicate the outcome to the employee in writing within 5 working days of the reconvened hearing.
- 4.12 The decision of the appeal panel is final.

## **5 General Principles**

5.1 The employee has the right to be accompanied to any job evaluation review or appeal hearing by a fellow worker, or a full time trade union officer or a union official who has been certified by the union as having experience and/or training in job evaluation matters.

5.2 Where the Head of Human Resources has considered:

- the review or
- the appeal

unreasonable and the employee disagrees, they must put their case in writing to the Deputy Vice Chancellor responsible for appeals within 5 working days of the Head of Human Resources' decision.

5.3 The Deputy Vice Chancellor will consider the case and respond to the request in writing within 5 working days. If a longer period of time is needed, the employee will be informed in writing. The decision of the Deputy Vice Chancellor is final.

## APPENDIX 8

### GUIDANCE ON THE DEVELOPMENT OF CONTRIBUTION PAY

#### 1 Introduction

1.1 The University management will consult with the recognised trade unions to develop a system of contribution pay following implementation of the new pay and grading structure in readiness for contribution awards to be made in August 2007. The scheme will be designed with the following aims:

- To be fair, consistent, transparent and motivational
- Promote quality and effectiveness rather than quantity of work, taking account of outputs and outcomes of a high quality, and to provide an incentive to perform well
- Recognise current achievements and how achieved, and reward competences and activities likely to contribute to future success
- Ensure training is given to managers so that the scheme can be operated in an equitable, fair, transparent and objective manner
- Be simple in design and concept and avoid costly, bureaucratic and excessive burdens on staff and managers
- Promote and support the development of staff
- Be clearly related to agreed and fair objectives with judgements demonstrably based on evidence, underpinned by effective management frameworks
- Promote and drive the development of effective management practices and interventions at all levels in the organisation
- Be monitored for equity and equal opportunities purposes across the University
- Include consistency checks to ensure that the nomination process and the criteria for making awards are being applied to a similar standard throughout the University.

1.2 The following paper begins to interpret these principles into processes and procedures and will be developed into a full procedure to implement contribution pay by a group of trade unions representatives and managers which will include the Head of Human Resources and the Director of Finance and Resources.

## 2 **Scope**

- 2.1 Any member of staff would be eligible for a contribution award, regardless of length of service or point on their pay scale.
- 2.2 The Framework Agreement details in broad terms the scope that Universities have to consider and implement contribution pay; pay which is awarded to staff to acknowledge areas of contribution over and above the expected standards of performance.
- 2.3 The University wishes to incorporate the opportunity of contribution pay for all staff into the new pay arrangements due to be implemented in August 2006. This paper details the broad principles that the University is proposing regarding the implementation and operation of contribution pay, with effect from August 2007.

## 3 **Definition of Contribution**

- 3.1 In terms of defining what contribution is and how it could be measured, it is proposed that staff would be reviewed by their line managers in terms of achievement of "outstanding performance". Those seen to have performed at this level would be eligible for a contribution award.
- 3.2 Work would need to be done to translate into the language of the job families, what exactly "outstanding", may mean for each job family. This, it is proposed, would be done with staff, management and trade union input.
- 3.3 Promotion of this policy will be needed to ensure staff and managers are clear regarding the criteria being applied and that the process is understood and transparent.
- 3.4 The assessment would be carried out by the line manager following the annual appraisal. It would form an annual review of contribution, to be carried out during the spring term, which would then be implemented at the beginning of the next financial year.
- 3.5 The University would envisage approximately 5 - 10% of the staff being awarded contribution points in any one year. This does not preclude awards in excess or below this guidance figure being implemented.

## 4 **Contribution Pay**

- 4.1 Contribution pay, it is proposed, would be based on a contribution award given at the start of the following academic year, in addition to the annual increment. This award would be part of an individual's gross pay and therefore be pensionable and taxable.
- 4.2 Staff can be awarded a contribution award, which in the first year would be unconsolidated. If in the following year, they continue to be assessed as outstanding, this award would become permanent and form part of an individual's base pay.

- 4.3 If performance did not get assessed as outstanding again in year two, they would revert back to their original point on the pay scale, including any annual increments due.
- 4.4 If performance was again outstanding in year three, the individual staff would receive a further contribution award, which if performance was still assessed as outstanding in year four, this would then be consolidated.
- 4.5 In addition those at the top of the pay scale would also be eligible for a contribution reward, as yet to be agreed. The same criteria described in the previous point would apply. Progression would stop once the individual had reached the top of the contribution points, and these points had been consolidated into base pay.

## 5 **Assessment**

- 5.1 Managers would nominate staff for a contribution award by putting forward a brief recommendation to a committee, probably through the use of a pro-forma. The committee would consist of both academic and support senior managers, the exact membership to be decided.
- 5.2 Human Resources would receive all nominations in the first instance and carry out an audit to ensure equity and transparency of the nominations. Once this had been completed, any issues would be raised with the individual line managers.
- 5.3 Once the audit had been completed, the recommendations would be passed to the committee for consideration.
- 5.4 The committee would consider each recommendation and decide according to the information given and the criteria set.
- 5.5 The committee would notify Human Resources of the outcome of the recommendations and staff would be notified accordingly. A report detailing all outcomes and information relating to grade, gender, job family etc would be sent to the relevant trade unions.
- 5.6 Staff would not have the right of appeal against the outcome of the review. If however, they felt they had been treated unfairly, staff have the right to raise a grievance using the formal grievance procedure.

## **APPENDIX 9**

### **SUPERSEDED NATIONAL AGREEMENTS**

The pay and grading elements of the following agreements, which were inherited by JNCHEs and its Sub-Committees, will be superseded by the pay structure implemented under the terms of this Framework Agreement. The elements of the national contract that are superseded are those elements relating to pay only, not the entire document.

#### **JNC for Non-clinical Academic and Academic Related Staff**

Agreement on Salaries and Grading Structure for Academic and Related Staffs (23rd Report from Committee A, 1987).

#### **Lecturers Common Interest Group**

National Agreement on Pay and a New Contract for Lecturers (1990).

#### **Former JNC for Conference of Scottish Centrally Funded Colleges**

HE 2000 agreement.

#### **National Joint Committee for APT&C Staff**

Agreements on salaries and allowances, deriving originally from the Scheme of Conditions of Service for NJC for Local Authorities' APT&C Services (March 1989).

#### **Joint Committee for Clerical and Certain Related Administrative Staffs**

Scheme of Salaries and Conditions of Service.

#### **Special Joint Committee for Computer Operating Staffs**

Agreement on Salaries and Grading Structure.

#### **Joint Committee for Technical Staffs**

Agreement on Salaries and Grading Structure.

#### **Joint Committee for Manual and Ancillary Staff**

Agreements on Wage Rates and Terms and Conditions of Service for Manual and Ancillary Staff.

#### **Manual Common Interest Group**

Agreements on pay and allowances, deriving originally from the Scheme of Conditions of Service for NJC for Local Authorities' Services – Manual Workers (March 1989).

## **APPENDIX 10**

### **Grade Descriptors**

Academic Role Profiles – Thumbnails

Academic Role Profile 2

Academic Role Profile 3 Standard

Academic Role Profile 3 Advanced

Academic Role Profile 4 Standard

Academic Role Profile 4 Advanced

Academic Role Profile 5

Operational Grade Profile Level 2

Operational Grade Profile Level 3

Operational Grade Profile Level 4

Management, Specialist and Administrative Grade Profile Level 3

Management, Specialist and Administrative Grade Profile Level 4

Management, Specialist and Administrative Grade Profile Level 5

Management, Specialist and Administrative Grade Profile Level 6

Management, Specialist and Administrative Grade Profile Level 7

Management, Specialist and Administrative Grade Profile Level 8 Standard

Management, Specialist and Administrative Grade Profile Level 8 Advanced

Management, Specialist and Administrative Grade Profile Level 9 Standard

Management, Specialist and Administrative Grade Profile Level 9 Advanced

Technical Grade Profile Level 4

Technical Grade Profile Level 5

Technical Grade Profile Level 6

English Language Tutor 1 Grade Profile Level 6

## Academic Role Profiles - Thumbnail

**Ac2:** This is the grade for teaching staff whose roles require them to contribute to the delivery of modules.

**Ac3 Standard:** This is the entry-level grade for lecturers with less than three years' (or part-time equivalent) HE teaching experience. Roleholders in this grade will contribute to the delivery of modules, engage in research and scholarly activity, act as personal tutor and contribute to the effective and efficient operation of the subject area.

**Ac3 Advanced:** This is the main lecturer grade. The main focus of most roleholders in this grade will be to design and deliver content across a range of modules. Lecturers in this grade will also be involved in significant curriculum planning and development activities. Staff in this grade will normally be expected to engage in individual or collaborative research/scholarly activity to support the quality and integrity of their teaching.

**Ac4 Standard:** This is the grade for those staff with significant academic management responsibilities. The main focus of most roleholders in this grade will be to take responsibility for the academic management of a significant subject area or its equivalent, ensuring delivery complies with quality standards and overseeing the development of both existing and new curricula. Roleholders in this grade may be required to distribute Resources to meet immediate needs.

**Ac4 Advanced:** This is the grade for senior academic staff. Roleholders in this grade are likely to be required to exercise leadership in teaching, scholarship and/or research activities. They are likely to have management responsibilities for significant areas of work at departmental or school level. Their work may include the co-ordination of work teams across subject areas, the development of broad research and scholarship strategies and/or the planning and management of Resources beyond immediate teaching or research needs.

**Ac5:** It is envisaged that role holders at this level will be responsible for the long-term leadership of whole areas of provision (perhaps across a range of disciplinary areas) as well as their strategic and operational management.

## Academic Role Profile 2

<b>This is the grade for teaching staff whose roles require them to contribute to the delivery of modules</b>	
<b><i>Teaching and learning support</i></b>	<p>Teach as a member of a teaching team in a developing capacity within an established programme of study, with the assistance of a mentor if required</p> <p>Teach in a developing capacity in a variety of settings from small group tutorials to large lectures</p> <p>Transfer knowledge in the form of practical skills, methods and techniques</p> <p>Identify learning needs of students and define appropriate learning objectives</p> <p>Develop own teaching materials, methods and approaches with guidance</p> <p>Develop the skills of applying appropriate approaches to teaching</p> <p>Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking</p> <p>Supervise the work of students, provide advice on study skills and help them with learning problems</p> <p>Assess the work and progress of students by reference to the assessment criteria and provide constructive feedback to students</p> <p>Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback</p>
<b><i>Research and Scholarship</i></b>	<p>Reflect on practice and the development of own teaching and learning skills</p> <p>Maintain an appropriate level of subject expertise.</p>
<b><i>Communication</i></b>	<p>Deal with routine communication using a range of media</p> <p>Communicate complex information, orally, in writing and electronically</p> <p>Communicate material of a specialist or highly technical nature</p>
<b><i>Liaison and networking</i></b>	<p>Liaise with colleagues and students</p> <p>Join external networks to share information and ideas</p>

<b><i>Managing people</i></b>	<p>Manage own teaching and administrative activities, with guidance if required</p> <p>Could be expected to supervise students' projects, fieldwork and placements</p>
<b><i>Pastoral care</i></b>	<p>Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support</p> <p>Appreciate the needs of individual students and their circumstances</p> <p>Refer students as appropriate to services providing further help</p>
<b><i>Initiative, problem-solving &amp; decision-making</i></b>	<p>Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support</p> <p>Respond to pedagogical and practical challenges</p> <p>Share responsibility for delivery and assessment of modules</p>
<b><i>Planning and managing Resources</i></b>	<p>Use teaching Resources and facilities as appropriate</p> <p>Plan and manage own teaching and tutorials as agreed with mentor</p>
<b><i>Sensory, physical and emotional demands</i></b>	<p>Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills</p> <p>Balance with help the competing pressures of teaching and administrative demands and deadlines</p>
<b><i>Work environment</i></b>	<p>Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others</p>

<b><i>Expertise</i></b>	<p>Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes</p> <p>Engage in continuous professional development</p> <p>Able to engage the interest and enthusiasm of students and inspire them to learn</p> <p>Develop familiarity with a variety of strategies to promote and assess learning</p> <p>Understand equal opportunity issues as they may impact on academic content and/or issues relating to student need</p>
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### Academic Role Profile 3 Standard

**This is the entry-level grade for lecturers with less than three years' (or part-time equivalent) HE teaching experience. Role holders in this grade will contribute to the delivery of modules, engage in research and scholarly activity, act as a personal tutor and contribute to the effective and efficient operation of the subject area.**

<p><b><i>Teaching and learning support</i></b></p>	<p>Teach as a member of a teaching team in a developing capacity within an established programme of study, with the assistance of a mentor if required</p> <p>Teach in a developing capacity in a variety of settings from small group tutorials to large lectures</p> <p>Transfer knowledge in the form of practical skills, methods and techniques</p> <p>Identify learning needs of students and define appropriate learning objectives</p> <p>Ensure that content, methods of delivery and learning materials will meet the defined learning objectives (for example, as a Module Coordinator)</p> <p>Develop own teaching materials, methods and approaches with guidance</p> <p>Develop the skills of applying appropriate approaches to teaching</p> <p>Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking</p> <p>Supervise the work of students, provide advice on study skills and help them with learning problems</p> <p>Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students</p> <p>Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback</p>
<p><b><i>Research and Scholarship</i></b></p>	<p>Engage in scholarship and/or research as required to support teaching role</p> <p>Reflect on practice and the development of own teaching and learning skills</p>

<b><i>Communication</i></b>	<p>Deal with routine communication using a range of media</p> <p>Communicate complex information, orally, in writing and electronically</p> <p>Prepare proposals and applications to external bodies, e.g. for funding and accreditation purposes</p> <p>Communicate material of a specialist or highly technical nature</p>
<b><i>Liaison and networking</i></b>	<p>Liaise with colleagues and students</p> <p>Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration</p> <p>Join external networks to share information and ideas</p>
<b><i>Managing people</i></b>	<p>Agree responsibilities with colleagues to support the efficient and effective operation of the programme.</p> <p>Manage own teaching, scholarship / research and administrative activities, with guidance if required</p> <p>Could be expected to supervise students' projects, fieldwork and placements</p> <p>Act as a mentor for students in the capacity of personal tutor</p>
<b><i>Teamwork</i></b>	<p>Collaborate with academic colleagues on course development and curriculum changes</p> <p>Attend and contribute to subject group meetings</p> <p>Collaborate with colleagues to identify and respond to students' needs</p>
<b><i>Pastoral care</i></b>	<p>Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support</p> <p>Appreciate the needs of individual students and their circumstances</p> <p>Act as a personal tutor, giving first line support</p> <p>Refer students as appropriate to services providing further help</p>

<p><b><i>Initiative, problem-solving &amp; decision-making</i></b></p>	<p>Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and scholarly / research activities</p> <p>Respond to pedagogical and practical challenges</p> <p>Share responsibility for delivery and assessment of modules, the development of a research project or equivalent</p> <p>Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work</p>
<p><b><i>Planning and managing Resources</i></b></p>	<p>Use teaching Resources and facilities as appropriate</p> <p>Plan and manage own teaching and tutorials as agreed with mentor</p>
<p><b><i>Sensory, physical and emotional demands</i></b></p>	<p>Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills</p> <p>Balance with help the competing pressures of teaching, research / scholarly and administrative demands and deadlines</p>
<p><b><i>Work environment</i></b></p>	<p>Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others</p>
<p><b><i>Expertise</i></b></p>	<p>Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching and/or research programmes</p> <p>Engage in continuous professional development</p> <p>Able to engage the interest and enthusiasm of students and inspire them to learn</p> <p>Develop familiarity with a variety of strategies to promote and assess learning</p> <p>Understand equal opportunity issues as they may impact on academic content and/or issues relating to student need</p>

### Academic Role Profile 3 Advanced

<p><b>This is the main lecturer grade. The main focus of most roleholders in this grade will be to design and deliver content across a range of modules. Lecturers in this grade will also be involved in significant curriculum planning and development activities. Staff in this grade will normally be expected to engage in individual or collaborative research/scholarly activity to support the quality and integrity of their work.</b></p>	
<p><b><i>Teaching and learning support</i></b></p>	<p>Design teaching material and deliver either across a range of modules or within a subject area.</p> <p>Use appropriate teaching, learning support and assessment methods.</p> <p>Supervise student projects, field trips and, where appropriate, placements.</p> <p>Identify areas where current provision is in need of revision or improvement.</p> <p>Contribute to the planning, design and development of objectives and material.</p> <p>Set, mark and assess work and examinations and provide feedback to students.</p>
<p><b><i>Research and Scholarship</i></b></p>	<p>Engage in scholarship and research as required to support role.</p> <p>Conduct individual or collaborative scholarship/research projects.</p> <p>Identify sources of funding and contribute to the process of securing funds for own scholarship/research activities.</p> <p>Extend, transform and apply knowledge acquired from scholarship/research to teaching and/or appropriate external activities.</p> <p>Develop and produce learning materials and disseminate the results of research and scholarly activity.</p>
<p><b><i>Communication</i></b></p>	<p>Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.</p>

<b><i>Liaison and networking</i></b>	Participate in and develop external networks, for example to contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.
<b><i>Managing people</i></b>	Mentor colleagues with less experience and advise on personal development.  Co-ordinate the work of others to ensure modules are delivered to the standards required.
<b><i>Teamwork</i></b>	Act as a responsible team member, leading where agreed, and develop productive working relationships with other members of staff.  Co-ordinate the work of colleagues to identify and respond to student/user needs.
<b><i>Pastoral care</i></b>	Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.  Appreciate the needs of individual students and their circumstances.  Act as personal tutor, giving first line support.  Refer students as appropriate to services providing further help.
<b><i>Initiative, problem-solving and decision-making</i></b>	Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved.  Develop ideas for generating income and/or promoting the subject.  Develop ideas and find ways of disseminating and applying the result of research/scholarship.  Sole responsibility for the design and delivery of own modules and assessment methods.  Collaborate with colleagues on the implementation of assessment procedures.  Advise others on strategic issues such as student recruitment, marketing or major funding bids.  Contribute to the accreditation of courses and quality control processes.  Tackle issues affecting the quality of delivery within scope of own level of responsibility, referring more serious matters to others, as appropriate.

<b><i>Planning and managing Resources</i></b>	<p>As module, programme or project leader, co-ordinate with others (such as support staff or academic colleagues) to ensure student/user needs and expectations are met.</p> <p>Manage projects relating to own area of work and the organisation of external activities such as placements or field trips.</p> <p>Be responsible for administrative duties in support of the main focus of the role.</p>
<b><i>Sensory, physical and emotional demands</i></b>	<p>Balance the pressures of teaching, research/scholarship and administrative demands and competing deadlines.</p>
<b><i>Work environment</i></b>	<p>Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.</p>
<b><i>Expertise</i></b>	<p>Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching programmes and the provision of learning support.</p> <p>Use a range of delivery techniques to enthuse and engage students.</p>

### Academic Role Profile 4 Standard

<p><b>This is the grade for those staff with significant academic management responsibilities. The main focus of most roleholders in this grade will be to take responsibility for the academic management of a significant subject area or its equivalent, ensuring delivery complies with quality standards and overseeing the development of both existing and new curricula. Roleholders in this grade may be required to distribute Resources to meet immediate needs.</b></p>	
<p><b><i>Teaching and learning support</i></b></p>	<p>Responsibility for ensuring that curriculum design, delivery and assessment within a subject area comply with quality standards and regulations of the University.</p>
<p><b><i>Research and Scholarship</i></b></p>	<p>Engage in scholarship and research as required to support role.</p> <p>Conduct individual or collaborative scholarship/research projects.</p> <p>Identify sources of funding and contribute to the process of securing funds for own scholarship/research activities.</p> <p>Extend, transform and apply knowledge acquired from scholarship/research to teaching and/or appropriate external activities.</p> <p>Develop and produce learning materials and disseminate the results of research and scholarly activity.</p>
<p><b><i>Communication</i></b></p>	<p>Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.</p>
<p><b><i>Liaison and networking</i></b></p>	<p>Responsibility for representing a significant area of work in internal networks, for example School Board or Modular Scheme Committee.</p> <p>Responsibility for developing external networks for quality assurance in subject area, for example external examiners and other assessors or advisers.</p> <p>Develop links with external contacts such as other educational bodies, employers, and professional bodies to promote and develop the subject area.</p>
<p><b><i>Managing people</i></b></p>	<p>Provide academic leadership to those working within a significant area of work (eg a large subject area), for example, agreeing work plans to ensure that programmes are delivered effectively or organising the work of a team by agreeing objectives and work plans.</p> <p>Appraise and advise staff on personal and career development plans, where appropriate.</p>

	Responsibility for resolving problems affecting the quality of programme delivery and student progress within subject area.
<b>Teamwork</b>	Lead subject teams within areas of responsibility. Ensure that subject teams work together. Act to resolve conflicts within and between teams.
<b>Pastoral care</b>	Responsible for dealing with referred issues for students within own subject area.
<b>Initiative, problem-solving and decision-making</b>	Responsibility for resolving problems affecting the delivery of courses within own subject area and in accordance with regulations. Make decisions regarding the operational aspects of own subject area. Contribute to decisions which have an impact on other subjects and programmes. Monitor student progress and retention. Spotting opportunities for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas.
<b>Planning and managing Resources</b>	Responsible for the delivery of programmes in own subject area. Responsible for quality and other external assessments of a significant area of work.
<b>Sensory, physical and emotional demands</b>	Balance the pressures of teaching, research/scholarship and administrative demands and competing deadlines.
<b>Work environment</b>	Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.
<b>Expertise</b>	Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching programmes and the provision of learning support. Use a range of delivery techniques to enthuse and engage students.

### Academic Role Profile 4 Advanced

<p><b>This is the grade for senior academic staff. Roleholders in this grade are likely to be required to exercise leadership in teaching, scholarship and/or research activities. They are likely to have management responsibilities for significant areas of work at departmental or school level. Their work may include the co-ordination of work teams across subject areas, the development of broad research and scholarship strategies and/or the planning and management of Resources beyond immediate teaching or research needs.</b></p>	
<p><b><i>Teaching and learning support</i></b></p>	<p>Design, develop and deliver a range of programmes of study (sometimes for entirely new programmes) at various levels across an entire discipline.</p> <p>Review on a regular basis programme content and materials, updating when required.</p> <p>Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students.</p> <p>Ensure that programme design and delivery comply with the quality standards and regulations of the University and department.</p>
<p><b><i>Research and Scholarship</i></b></p>	<p>Engage in pedagogic, academic and practitioner research and other scholarly activities.</p> <p>Contribute to the development of teaching and learning strategies or research methodologies.</p> <p>Work in conjunction with others to apply subject knowledge to practice.</p>
<p><b><i>Communication</i></b></p>	<p>Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.</p>
<p><b><i>Liaison and networking</i></b></p>	<p>Lead and develop internal networks for example by chairing and participating in institutional committees.</p> <p>Provide advice to other Institutions, such as through acting as external examiner.</p> <p>Lead and develop external networks for example with external examiners and assessors.</p> <p>Develop links with external contacts such as other educational bodies, employers, and professional bodies to foster collaboration.</p>

<p><b><i>Managing people</i></b></p>	<p>Provide academic leadership to those working across a broad disciplinary area by, for example, agreeing work plans to ensure that subjects and programmes are delivered effectively or organising the work of a team by agreeing objectives and work plans.</p> <p>Appraise and advise staff on personal and career development plans.</p> <p>Contributing to the development of teams and individuals through the appraisal system and providing advice on personal development.</p> <p>Act as a personal mentor to peers and colleagues.</p> <p>Resolve problems affecting the quality of service delivery within own areas of responsibility, referring more serious matters to others, as appropriate.</p>
<p><b><i>Teamwork</i></b></p>	<p>Lead teams within own areas of responsibility.</p> <p>Ensure that teams within the department or discipline work together.</p> <p>Act to resolve conflicts within and between teams.</p>
<p><b><i>Pastoral care</i></b></p>	<p>Responsible for dealing with referred issues for students within own educational programmes</p> <p>Provide first line support for colleagues, referring them to sources of further help if required</p>
<p><b><i>Initiative, problem-solving and decision-making</i></b></p>	<p>Resolve problems affecting the delivery of programmes or equivalent within the disciplinary area.</p> <p>Make decisions regarding the operational aspects of programmes or equivalent within the disciplinary area.</p> <p>Contribute to decisions which have an impact on other related areas of work.</p> <p>Spot opportunities for strategic development of new programmes or appropriate areas of activity and contributing to the development of such ideas.</p>

<p><b><i>Planning and managing Resources</i></b></p>	<p>Responsible for the delivery of own educational programmes or equivalent.</p> <p>Contribute to the overall management of the department in areas such as Resources management, business and programme planning.</p> <p>Be responsible for setting standards and monitor progress against agreed criteria for own area of responsibility.</p> <p>Be involved in departmental level strategic planning and contribute to the Institution's strategic planning processes.</p> <p>Plan and deliver research, consultancy or similar programmes and ensure that Resources are available.</p> <p>Be responsible for quality, audit and other external assessments in own areas of responsibility.</p>
<p><b><i>Sensory, physical and emotional demands</i></b></p>	<p>Balance the pressures of teaching, research/scholarship and administrative demands and competing deadlines.</p>
<p><b><i>Work environment</i></b></p>	<p>Depending on area of work (eg laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.</p>
<p><b><i>Expertise</i></b></p>	<p>Required to be externally recognised scholar or teacher.</p> <p>In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.</p>

### Academic Role Profile 5

<p><b>It is envisaged that role holders at this level will be responsible for the long-term leadership of whole areas of provision (perhaps across a range of disciplinary areas) as well as their strategic and operational management.</b></p>	
<p><b><i>Teaching and learning support</i></b></p>	<p>Oversee the design and development of the overall curricula.</p> <p>Lead the development and clarification of academic standards for a whole department or equivalent unit.</p> <p>Contribute to the development of academic policies across the Institution.</p> <p>Develop the quality assurance framework within the Institution's overall framework, eg for the validation and revalidation of courses and student admission and assessment.</p> <p>Encourage the development of innovative approaches to course delivery and ensure that teaching delivery achieves the required standards.</p>
<p><b><i>Research and Scholarship</i></b></p>	<p>Lead the development and implementation of teaching and learning strategy.</p> <p>Conduct research into learning and teaching methodologies and disseminate best practice within and out with the Institution.</p> <p>Develop and promote the use of innovative assessment methods.</p> <p>Lead collaborative partnerships with other educational institutions/ external bodies.</p> <p>Lead bids for research/scholarship, consultancy or other additional funds.</p> <p>Make presentations at national and international conferences and similar events.</p>
<p><b><i>Communication</i></b></p>	<p>Be routinely involved in complex and important negotiations internally and with external bodies.</p>
<p><b><i>Liaison and networking</i></b></p>	<p>Chair committees and participate in institutional decision making and governance.</p> <p>Lead and develop internal and external networks to foster collaboration and share information and ideas and to promote the subject and/or the Institution.</p> <p>Promote and market the work of the department in the subject area both nationally and internationally.</p>

<p><b><i>Managing people</i></b></p>	<p>Exercise academic leadership for the unit's teaching, research and scholarly activities.</p> <p>Act as line manager for matters relating to the employment of staff and ensuring the work is allocated fairly, according to skills and capacity.</p> <p>Ensure that staff are suitably qualified to work within their own area.</p> <p>Appraise and advise staff on personal and career development plans.</p>
<p><b><i>Teamwork</i></b></p>	<p>Develop and communicate a clear vision of the unit's strategic direction.</p> <p>Ensuring the enactment of Institutional strategic plans.</p> <p>Promote a collegiate approach and develop team spirit and team coherence.</p> <p>Foster inter-disciplinary team working.</p>
<p><b><i>Pastoral care</i></b></p>	<p>Responsible for the initial resolution of all student issues within and out with standard procedures.</p> <p>Overall responsibility for welfare of staff drawing on specialist advice as required.</p> <p>Ensure that an appropriate framework is developed and used for pastoral care issues.</p>
<p><b><i>Initiative, problem-solving and decision-making</i></b></p>	<p>Determine academic standards within own areas of responsibility.</p> <p>Contribute to the determination of the academic standards framework across the Institution.</p> <p>Determine the final allocation of Resources within own area of responsibility.</p> <p>Act as the final arbiter in local disputes.</p> <p>Be party to strategic decisions at Institutional level.</p> <p>Lead the development of new and creative approaches in responding to teaching and learning challenges.</p> <p>Initiate new and original solutions to problems.</p> <p>Provide advice to external bodies.</p>
<p><b><i>Planning and managing Resources</i></b></p>	<p>Take overall responsibility for the organising and deployment of Resources within own areas of responsibility.</p> <p>Contribute to Institutional planning and strategic development.</p>

<b><i>Sensory, physical and emotional demands</i></b>	Balance the pressures of teaching, research/scholarship and administrative demands and competing deadlines.
<b><i>Work environment</i></b>	<p>Overall responsibility for health and safety in own areas of responsibility.</p> <p>Ensure that appropriate risk management processes are operational.</p>
<b><i>Expertise</i></b>	<p>A leading authority and scholar in the subject, with a considerable national or international reputation.</p> <p>Possess in depth knowledge of specialism to enable the development of new knowledge, innovation and understanding in the field.</p> <p>A thorough understanding of institutional management systems and the wider higher education environment, including equal opportunities issues.</p>

### Operational Grade Profile Level 2

<b><i>Operation and Management of Work Environment</i></b>	<p>Operate straightforward equipment in a standardised way to achieve the required tasks.</p> <p>Comply with procedures particularly in relation to Health and Safety.</p>
<b><i>Analysis, Planning and Problem Solving</i></b>	<p>Solve standard day to day problems as they arise, recognising when a problem should be referred to others.</p>
<b><i>Liaison and Teamwork</i></b>	<p>Carry out standard day to day liaison using existing procedures, checking and passing on basic information as required in contacts with staff, students or the public.</p> <p>Participate in and delivers their contribution to the team.</p>
<b><i>Key Knowledge and Skills</i></b>	<p>No specific qualifications but will be required to attend short courses or formal training on specific aspects of the work.</p> <p>Ability to gather basic information about routines and use basic equipment.</p> <p>Knowledge of relevant aspects of the University eg site locations.</p> <p>Ability to exchange information verbally and if required, in writing.</p> <p>Basic understanding of health and safety requirements.</p>

### Operational Grade Profile Level 3

<p><b><i>Operation and Management of Work Environment</i></b></p>	<p><b>Within supervisory role;</b></p> <p>Ensure a range of standard, routine activities are scheduled and delivered according to agree deadlines and standards.</p> <p>or:</p> <p><b>Non-supervisory role;</b></p> <p>Carry out a range of straight forward tasks within a routine or established process. These tasks may include eg catering support, cleaning, grounds maintenance, gardening, moving/storing materials, sorting mail.</p> <p>Carry out basic equipment maintenance, as required.</p> <p>and:</p> <p>Ensure health and safety requirements are complied with.</p> <p>May provide basic advice and guidance to new staff.</p>
<p><b><i>Planning and Organising</i></b></p>	<p><b>Within supervisory role;</b></p> <p>Assess workload and related situation and schedule with staff accordingly.</p> <p>Monitor and review the quality of completed work and evaluate with staff accordingly.</p> <p>Communicate requirements and raise concerns with staff, passing major problems, ie discipline recruitment etc to line manager.</p> <p>May be required to demonstrate work tasks.</p> <p>or:</p> <p><b>Non supervisory role;</b></p> <p>Clarify work requirements with line manager and resolve any immediate problems.</p> <p>Assess the work requirements ie equipment and method.</p> <p>Plan own work and prioritise immediate requirements.</p> <p>and:</p> <p>Ensure any documentation is maintained and basic information is passed to manager, as appropriate.</p>

<p><b><i>Service Delivery and Communication</i></b></p>	<p>Receive and respond to standard enquiries from and to customers, passing on requests outside of the scope of the role onto an appropriate person or department.</p> <p>Ensure that customers are dealt with in a timely and prompt manner and given a courteous and efficient service.</p>
<p><b><i>Analysis and Problem Solving</i></b></p>	<p>Complete tasks to a given plan, with allocated Resources, with tasks/work priorities being allocated to job holders by supervisor/manager.</p> <p>Recognise/understand the impact of incidents and raise issues of concern where necessary to ensure resolution of queries and problems.</p> <p>Establish the basic facts in situations which require further investigation and inform others if necessary.</p> <p>Resolve day to day issues which have a limited range of options and passing a problem on where appropriate.</p>
<p><b><i>Liaison and Teamwork</i></b></p>	<p>Liaise with service users/customers/external contacts through routine procedures.</p> <p>An active team member who contributes positively to the team effort and may involve the supervision of others.</p>
<p><b><i>Key Knowledge and Skills</i></b></p>	<p>Relevant work experience of 1-2 years.</p> <p>Ability to plan and schedule work on a daily/weekly basis.</p> <p>Able to communicate clearly, explaining questions and requirements and responding to customers, contractors and colleagues.</p> <p>Knowledge of relevant health and safety standards, relevant to the area of work.</p> <p>Within a supervisory role, able to monitor staff effectively to ensure tasks are completed satisfactorily.</p>

### Operational Grade Profile Level 4

<p><b><i>Operation and Management of Work Environment</i></b></p>	<p><b>Within supervisory role;</b></p> <p>Organise the delivery of effective and efficient day-to-day services and/or operations/facilities for a work unit/department, taking account of customer needs and available Resources.</p> <p>Ensure staff are trained to the required standards, monitor performance and take action to improve this where needed, communicating any requirements to staff.</p> <p><b>Non-supervisory role;</b></p> <p>Apply a good knowledge of facilities, systems or a specialist service apparatus/equipment acquired through formal training and work experience.</p> <p>May assist in the development of new systems or procedures.</p> <p>and:</p> <p>Ensure health and safety requirements are complied with.</p> <p>May be involved in the coaching of others to help them acquire skills and experience.</p>
<p><b><i>Planning and Organising</i></b></p>	<p>Review work requirements for a specific area/team, resolving problems with staff and customers.</p> <p>Plan and prioritise own and, where appropriate, a teams short/medium term activities in response to manager broad instructions.</p> <p>Implement plans for a service or facility which ensures effective operation on a day to day basis.</p>
<p><b><i>Service Delivery and Communication</i></b></p>	<p>Review customer satisfaction and build these into future operational planning, in conjunction with line manager.</p>
<p><b><i>Analysis and Problem Solving</i></b></p>	<p>Recognise/understand the impact of incidents and raise issues of concern where necessary to ensure resolution of queries and problems.</p> <p>Resolve problems through choosing between a limited number of options which have clear consequences, by following guidelines or referring to what has been done before.</p>

<b><i>Liaison and Teamwork</i></b>	<p>Liaise with service users/customers to oversee circulation of information and possibly to promote the service.</p> <p>Attend relevant meetings or events to support standard work.</p> <p>Be an active team member, contributing to the team effort and being supportive and encouraging of others in a team.</p> <p>In a supervisory role, assist in the identification of training and development needs through regular monitoring of staff performance.</p>
<b><i>Key Knowledge and Skills</i></b>	<p>Relevant work experience of 2 - 3 years.</p> <p>Ability to plan, organise and prioritise.</p> <p>Good communication skills.</p> <p>Sound knowledge of regulations and procedures including relevant health and safety standards, and the implications of non compliance.</p> <p>Within a supervisory role, able to motivate staff and deal with performance/attendance issues.</p>

### Management, Specialist and Administrative Grade Profile Level 3

<p><b><i>Planning and Organising</i></b></p>	<p>Carry out allocated and straightforward tasks within a daily routine ensuring work is carried out to time and to an appropriate standard.</p> <p>Making routine arrangements and bookings, within clear guidelines.</p> <p>Prepare straightforward materials to assist in the delivery of internal or external activities.</p>
<p><b><i>Service Delivery and Communication</i></b></p>	<p>Receive and respond to standard enquiries, verbally or in writing, from and to customers, passing on requests which are outside of the scope of the role onto an appropriate person or department.</p> <p>Ensure that customers are dealt with in a timely and prompt manner and given information that is clear and accurate.</p>
<p><b><i>Analysis and Problem Solving</i></b></p>	<p>Carry out standard routine daily tasks, eg Word processing, photocopying, shelving book and filing.</p> <p>Reproducing or preparing routine documents, presentations using standard formats and templates, following clear instruction.</p> <p>Run automated or routine reports to support school or department function.</p> <p>Resolve day to day issues, through the application of relevant guidelines and procedures, which have a limited range of options and passing a problem on where appropriate.</p>
<p><b><i>Liaison and Teamwork</i></b></p>	<p>Liaise with colleagues within the University and provide basic information that is timely and accurate.</p> <p>An active team member who contributes positively to the team effort.</p>
<p><b><i>Key Knowledge and Skills</i></b></p>	<p>Basic knowledge of Microsoft Word, Excel, E-mail and internet</p> <p>Basic numeracy and literacy to NVQ level 2 or equivalent</p> <p>Ability to communicate basic information verbally or in writing</p> <p>Knowledge of basic office equipment, word processing skills etc</p> <p>Knowledge of the activities of the department and the service requirements they operate within.</p>

### Management, Specialist and Administrative Grade Profile Level 4

<p><b><i>Planning and Organising</i></b></p>	<p>Support the organisation of internal and external activities/events, collating and recording information/data as defined by the documentation/processes as required, to ensure efficient administration.</p> <p>Plan and prioritise own defined work activities, and possibly others' diaries, responding to manager's team/department/school/work unit requirements in addition to own responsibilities to ensure operational efficiency.</p> <p>Refer to line manager and/or senior colleagues for the prioritisation of ad hoc work.</p>
<p><b><i>Service Delivery and Communication</i></b></p>	<p>Receive and respond to enquiries from/to customers, deciding when more complex queries need to be passed to others.</p> <p>Recognise and understand the potential impact of incidents arising and raise issues of concern where appropriate to ensure effective resolution.</p> <p>Deliver a range of standard administrative/customer services to support existing systems/processes, ensuring maximum quality service.</p> <p>Communicate and liaise at an appropriate level, with service users and/or suppliers through established procedures, providing standard information of a routine nature.</p>
<p><b><i>Analysis and Problem Solving</i></b></p>	<p>Follow clear instructions to source and obtain standard information and data from routine sources in order to create documents, report basic findings and answer basic queries.</p> <p>Prepare standard and some non- standard documentation, which may require the integration of computer based procedures and standard software.</p> <p>Resolve problems through choosing between a limited number of options which have clear consequences, by following guidelines or referring to what has been done before.</p>
<p><b><i>Liaison and Teamwork</i></b></p>	<p>Pass on information promptly; keep people informed to ensure co-ordination of effort and that work is done effectively.</p> <p>Be an active team member, contributing to the team effort and being supportive and encouraging of others in a team.</p>

<b><i>Key Knowledge and Skills</i></b>	<p>Working knowledge of Microsoft Word, Excel, E-mail and internet and possible other non standard packages.</p> <p>Numeracy and literacy to a minimum NVQ level 2 or equivalent.</p> <p>Good written and oral communication skills.</p> <p>Good working knowledge of office processes, systems and a familiarity of work priorities for self and colleagues.</p> <p>Able to plan and organise own work, and to complete work accurately, to deadlines.</p>
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### Management, Specialist and Administrative Grade Profile Level 5

<p><b><i>Planning and Organising</i></b></p>	<p>May organise internal and external activities/events eg collating and presenting relevant information/documentation, booking venues and speakers and coordinating diaries.</p> <p>Plan and prioritise own defined work activities, and possibly the short term work activities of team members in response to a managers general instructions.</p>
<p><b><i>Service Delivery and Communication</i></b></p>	<p>Organise and resolve most operational issues independently, providing advice to others on established procedures and related matters to staff and customers at all levels, recommending alternative action if appropriate.</p> <p>May act as a filter for problems and issues aimed at manager/supervisor, aiming to resolve them where appropriate to provide effective support.</p> <p>Deliver a range of specialist service support tasks, through advising and assisting colleagues and customers on specific systems or processes to ensure maximum service quality.</p> <p>Carry out regular communication with colleagues in other work areas, schools/departments, to maintain good working relationships.</p> <p>May need to coordinate some activities/communications on behalf of a senior colleague/manager.</p> <p>Monitor and report on basic service standards, set by others, within own work area to ensure maximum service quality.</p>
<p><b><i>Analysis and Problem Solving</i></b></p>	<p>Use initiative and judgment to resolve problems which are generally predictable and therefore covered by guidelines/procedures. This may include the use of diagnostic tools.</p> <p>Apply a good understanding of established University systems, methods and processes or procedures to analyse and resolve related problems. To organise standard materials and information which may be used for inclusion in reports and documents and/or to answer related questions and queries.</p>

<b><i>Liaison and Teamwork</i></b>	<p>Pass on information promptly; keep people informed to ensure co-ordination of effort ensuring information is available in the right format to those that need it.</p> <p>Be an active team member through helping to build cooperation by setting an example and showing a flexible approach. Contributes to and may also coordinate team effort and is supportive and encouraging of others in a team.</p>
<b><i>Finance/ Resources Management</i></b>	<p>May be responsible for the monitoring and/or deployment of small scale Resources against a predetermined budget or objectives.</p> <p>May oversee/supervise the work of others (directly or indirectly), prioritising their work, monitoring individual progress and performance to ensure the achievement of departmental/school/work objectives.</p>
<b><i>Key Knowledge and Skills</i></b>	<p>Excellent knowledge of Microsoft word, E-mail and internet and other non standard packages and specialist tools.</p> <p>Educated to NVQ Level 3 or equivalent.</p> <p>Good written and oral communication skills as well as excellent interpersonal skills at all levels.</p> <p>Ability to organise own and other's activities to meet objectives.</p> <p>Ability to resolve problems through the use of initiative and judgment.</p> <p>Able to respond positively to new ideas and approaches and contribute to improvements to service delivery.</p>

### Management, Specialist and Administrative Grade Profile Level 6

<p><b><i>Planning and Organising</i></b></p>	<p>May supervise dedicated teams in their daily activities or specific projects, generally of a short term nature. Could be involved in contributing to larger projects as a project team member, supporting the achievement of project objectives.</p> <p>Contribute to the organisation of short/medium term developments or process changes in a school or department, applying full professional or specialist knowledge of a field or work area.</p>
<p><b><i>Service Delivery and Communication</i></b></p>	<p>Will assist in exploring customers' needs; adapt the service accordingly to ensure the usefulness or appropriateness and quality of service eg content, time, accuracy, level of information.</p> <p>Deliver own work/work of the team in line with quality service standards.</p> <p>Provide specialist/professional advice and recommendations within specific parameters/guidelines to support informed decision making.</p> <p>Design and/or deliver a variety of approaches or specialist services, eg training or promotional materials to maximise service quality, efficiency and continuity.</p> <p>May coordinate and communicate activities across the University.</p>
<p><b><i>Analysis and Problem Solving</i></b></p>	<p>Identify an appropriate existing method of analysis or investigation according to the data and objectives and identify, using diagnostic tools if appropriate, where trends or patterns in data exist, seeking additional information if the analysis requires.</p> <p>Present results and put forward recommendations in the form of advice, briefings or written reports to facilitate the interpretation of specific problems and assist in decision making.</p> <p>Use initiative and judgment to investigate problems which are generally predictable and therefore covered by guidelines/procedures or occasionally where there is a large amount of sometimes complex information, which may present conflicting problems.</p>

<p><b><i>Liaison and Teamwork</i></b></p>	<p>Attends internal or external meetings to ensure department/school work are appropriately represented and efficiently managed.</p> <p>Ensuring that information is coordinated and disseminated in the right format to the right people at the right time. Takes an active role in liaising with colleagues outside of their immediate work team and in building relationships and contacts to facilitate future exchange of information.</p> <p>Clarify the requirements of the team through agreeing clear task objectives. Ensures that work is organised and delegated fairly according to individual abilities and helps the team focus their efforts on the task in hand.</p>
<p><b><i>Finance/ Resources Management</i></b></p>	<p>May be responsible for the monitoring and/or deployment of a designated budget.</p> <p>May be directly responsible for the work of others, prioritising their work, monitoring individual progress and performance to ensure the achievement of departmental/school/work objectives.</p> <p>or;</p> <p>Operate as an individual responsible for the organisation of one's own specialist or professional work and advice, to meet department/school objectives.</p>
<p><b><i>Key Knowledge and Skills</i></b></p>	<p>Educated to Degree, HND, NVQ4 in a relevant subject/professional qualification.</p> <p>Proven communication and interpersonal skills.</p> <p>Proven staff management and supervisory skills, where appropriate.</p> <p>Proven analytical and problem solving capability and competent in IT skills relevant to the work team.</p> <p>Thorough knowledge and understanding of policies, practices and procedures and systems relevant to the role, as well as knowledge of key internal and external contacts relevant to the work.</p>

### Management, Specialist and Administrative Grade Profile Level 7

<p><b><i>Planning and Organising</i></b></p>	<p>Manage and be accountable for the organisation of individual and/or team activity with a view to longer term issues, ensuring that plans complement and feed into broader operational plans.</p> <p>Project manage specialist/professional activities to facilitate large scale service/policy/operational changes with broad University impact.</p>
<p><b><i>Service Delivery/ Policy Development and Communication</i></b></p>	<p>Will identify additional service requirements or service shortfalls and coordinate and/or design the delivery of effective solutions to maximise service quality, efficiency and continuity and contribute to service development.</p> <p>Ensure professional and quality service standards are maintained and applied within the area of work.</p> <p>Act as project coordinator for initiatives/projects which have broad strategic impact and provide technical leadership in complex systems.</p> <p>Communicate internally to generate and coordinate original ideas and policy/practice developments.</p>
<p><b><i>Analysis and Problem Solving</i></b></p>	<p>Use professional or specialist knowledge to identify where trends or patterns in data exist, seeking additional information if the analysis requires. Applies advanced diagnostic tools to investigate complex problems.</p> <p>Provide specialist advice on the analysis and interpretation of information and data.</p> <p>Use initiative and creativity to resolve problems where there is a large amount of complex information, which may present conflicting problems.</p>
<p><b><i>Liaison and Teamwork</i></b></p>	<p>Takes an active role in promoting the work area at internal meetings and networks.</p> <p>Motivates individual team members through encouragement and management support and helps to develop a sense of unity and purpose.</p> <p>Manages a team of staff or a specialist area and identifies training and development activities, where required.</p>

<p><b><i>Finance/ Resources Management</i></b></p>	<p>May contribute to Resources and budget planning within own area.</p> <p>Leads a team of staff or a specialist area to ensure the successful delivery of a professional area or specialist service.</p> <p>or;</p> <p>May coordinate a specialist work unit to support the achievement of annual strategic objectives.</p>
<p><b><i>Key Knowledge and Skills</i></b></p>	<p>Professionally qualified and possibly a relevant degree/post graduate qualification.</p> <p>or;</p> <p>Substantial technical/vocational/management experience supported by evidence of significant specialist knowledge.</p> <p>Well developed communication and interpersonal skills.</p> <p>Direct managerial/project management experience.</p> <p>Proven analytical and problem solving capability in specialist area or across management functions.</p> <p>Good knowledge and understanding of policies, practices and procedures and systems relevant to the role, as well as knowledge of wider sector/external awareness.</p>

### Management, Specialist and Administrative Grade Profile Level 8 Standard

<p><b><i>Planning and Organising</i></b></p>	<p>Manage and coordinate individual and/or team activity on operational activities, ensuring that plans complement and feed into broader term objectives.</p> <p>Manage specialist/professional activities to facilitate operational changes with broad University impact.</p>
<p><b><i>Service Delivery/ Policy Development and Communication</i></b></p>	<p>Pre-empt changes in customer needs, identifying opportunities and assisting in change management.</p> <p>Identify and develop professional and quality service standards that are applied within the area of work.</p> <p>Apply professional/specialist expertise and using independent judgment to manage medium term developments/ad hoc projects, ensuring effective and efficient services throughout to meet customer needs.</p> <p>Communicate internally and externally to generate and coordinate original ideas and policy/practice developments.</p>
<p><b><i>Analysis and Problem Solving</i></b></p>	<p>Provide specialist advice on the analysis and interpretation of information and data and sourcing additional information where required. Make recommendation based on the data analysis that resolve issues/further develop services/functions and progress strategic objectives.</p> <p>Use initiative and creativity to resolve problems where there is a large amount of complex information, which may present conflicting problems. Identify and assess what the practical options which may involve applying creativity to devise the solution.</p>
<p><b><i>Liaison and Teamwork</i></b></p>	<p>Takes an active role in promoting the work area at internal and external meetings.</p> <p>Liaise with internal networks to influence events or decisions; undertake active collaboration to pursue a shared interest.</p> <p>Motivates individual team members through encouragement and management support and helps to develop a sense of unity and purpose. Leads the team to ensure maximum performance.</p> <p>Manages a team of staff or a specialist area to ensure the successful delivery of a professional area or specialist service, helps define the performance standards required and identifies training and development activities, where required.</p>

<p><b><i>Finance/ Resources Management</i></b></p>	<p>May contribute to Resources and budget planning and allocation within own area. May be responsible for reporting on budget spend.</p> <p>Manages a team of staff or a specialist area to ensure the successful delivery of a professional area or specialist service, helps define the performance standards required and identifies training and development activities, where required.</p> <p>or;</p> <p>May manage a specialist work unit and work on medium term basis to support the achievement of annual strategic objectives.</p>
<p><b><i>Key Knowledge and Skills</i></b></p>	<p>Professionally qualified with a relevant degree/post graduate qualification.</p> <p>or;</p> <p>Technical/vocational/management experience supported by evidence of significant specialist knowledge.</p> <p>Proven communication and interpersonal skills, with experience of representational and influencing activities.</p> <p>Direct managerial/project management experience.</p> <p>Proven analytical and problem solving capability in specialist area or across management functions.</p> <p>In depth knowledge and understanding of policies, practices and procedures and systems relevant to the role, as well as a broad knowledge of wider sector/external awareness.</p>

### Management, Specialist and Administrative Grade Profile Level 8 Advanced

<p><b><i>Planning and Organising</i></b></p>	<p>Shape the strategic direction of own area of work through planning and organising the activities of others over a long term basis with due regard to the University objectives.</p> <p>Will oversee a number of areas of work or projects to ensure each is managed and delivered to time and budget.</p>
<p><b><i>Service Delivery/ Policy Development and Communication</i></b></p>	<p>Pre-empt changes in customers' needs, identifying opportunities and taking the lead in change management.</p> <p>Champion and oversee the implementation of strategies and plans for a major functional area of the University, which has significant impact on the University strategy.</p> <p>Advise and influence at a senior level, network and liaise with other senior managers/professionals within the University and to represent and promote own area of work both internally and possibly externally. May be required to lead internal networks on a short term basis.</p> <p>Liaise with key service users to establish and implement strategic requirements and priorities.</p> <p>Development of complex and far reaching reports/procedures which may be specialist in nature and which require negotiation and awareness of University impact.</p>
<p><b><i>Analysis and Problem Solving</i></b></p>	<p>Implement long term strategic development across a large/specialist area with broad internal impact, evaluating strengths and opportunities and dealing with threats and weaknesses and analyse and interpret results.</p> <p>Ensure that timely action is taken to resolve issues and that key results and implications are discussed with appropriate colleagues.</p> <p>Use initiative and creativity to resolve problems where there is a large amount of complex information, which presents conflicting problems. Identify and assess what the practical options are and apply creativity to develop a solution.</p>

<p><b><i>Finance/ Resources Management</i></b></p>	<p>Utilise and/or manage allocated budgets effectively and control related expenditure to ensure delivery of objectives within budget.</p> <p>Contribute to planning and budgetary statement and delivery of service within the budgetary constraints.</p> <p>Leads a large team or operational department to ensure all annual targets and objectives are developed and delivered.</p> <p>or;</p> <p>Provide expert guidance and policy development for an area with long term strategic importance which has considerable internal and external impact.</p>
<p><b><i>Key Knowledge and Skills</i></b></p>	<p>Professionally qualified with a relevant degree/post graduate qualification together with relevant management and leadership experience in a strategically important role.</p> <p>or;</p> <p>Experience of managing and developing a significant complex projects or activities with strategic influence across the organisation and which has significant impact on organisational Resources.</p> <p>Strong interpersonal skills, with experience of motivating and negotiating, influencing and partnership building activities.</p> <p>Strong managerial/project management experience.</p> <p>Experience of leading innovative solutions and managing strategic planning processes.</p> <p>Well developed knowledge of systems/services for own area and across functions and how they relate each other.</p>

### Management, Specialist and Administrative Grade Profile Level 9 Standard

<p><b><i>Planning and Organising</i></b></p>	<p>To assist with/be responsible for the development and implementation of strategies and plans for a major functional area, which has a key role in taking forward the University strategy.</p> <p>Acts as a key contributor to core University strategy and policy.</p>
<p><b><i>Service Delivery/ Policy Development and Communication</i></b></p>	<p>Will assist with/be responsible for overall quality provision of the service area through customer feedback and quality processes in place, whilst balancing different and competing demands.</p> <p>Review customer needs now and for the long term future to ensure services across all of the department's activities are shaped to meet them.</p> <p>Will provide lead advice to senior managers regarding the coordination of strategic plans and the specialist requirements of the work area.</p> <p>May be involved in initiating, building or leading external networks, representing and marketing the University in sector groups and external bodies.</p>
<p><b><i>Analysis and Problem Solving</i></b></p>	<p>Lead a significant function, reviewing performance and comparing it to best practice in the external market, identifying areas of improvement in structure, practices, policies and technology.</p> <p>Resolve problems where there is a lack of precedent which calls for innovation and creative thought to develop appropriate options.</p> <p>Anticipate problems and initiate solutions which take into account medium/long term planning for the institution and which do not limit future opportunities.</p>
<p><b><i>Finance/ Resources Management</i></b></p>	<p>Oversee the financial plans for the area of work and ensure that services operate effectively within budget.</p> <p>Initiate and explore ways if improving efficiency and effectiveness to gain improvements in value for money.</p> <p>Lead and manage staff in a significant functional area, developing them and maximising performance. This may involve several smaller teams.</p> <p>Understand and manage the inter-relationship between different teams and their impact on the overall aims of the institution whilst helping to break down barriers between teams and building beneficial working relationships across the teams.</p>

### Management, Specialist and Administrative Grade Profile Level 9 Advanced

<p><b><i>Planning and Organising</i></b></p>	<p>To be responsible for the development and implementation of strategies and plans for a major functional area, which has a key role in taking forward the University strategy.</p> <p>Acts as a key contributor to core university strategy and policy leading or contributing substantially to university standing committees, and working groups driving forward major university-wide initiatives</p>
<p><b><i>Service Delivery/ Policy Development and Communication</i></b></p>	<p>Will be responsible for overall quality provision of multiple service areas through customer feedback and quality processes in place, whilst balancing different and competing demands.</p> <p>Fully responsible for anticipating and meeting/exceeding customer needs now and for the long term future to ensure services across all of the department's activities are shaped to meet them.</p> <p>Will be substantially responsible for the preparation of key policy documents and other substantial reports for the Vice Chancellor and the Board of Governors.</p> <p>Will provide lead advice to senior managers regarding the coordination of strategic plans and the specialist requirements of the work area.</p> <p>May be involved in initiating, building or leading external networks, representing and marketing the University in sector groups and external bodies.</p>
<p><b><i>Analysis and Problem Solving</i></b></p>	<p>Lead a significant professional or technical function, reviewing performance and comparing it to best practice in the external market, identifying areas of improvement in structure, practices, policies and technology.</p> <p>Be responsible for implementing best practice initiatives, and will have a substantial track record for achieving significant improvements in processes, structure, practices, policies and technology.</p> <p>Resolve problems where there is a lack of precedent which calls for innovation and creative thought to develop appropriate options.</p> <p>Anticipate problems and initiate solutions which take into account medium/long term planning for the institution and which do not limit future opportunities.</p>

<b><i>Finance/ Resources Management</i></b>	<p>Oversee the financial and technical plans for the area of work and ensure that services operate effectively within budget.</p> <p>Provide substantial professional financial or technical advice across all functions which will determine strategic approaches within those other functions.</p> <p>Initiate and explore ways if improving efficiency and effectiveness throughout the university to gain significant improvements in value for money.</p> <p>Lead and manage staff in a significant professional or technical functional area, developing them and maximizing performance. This may involve several smaller teams. This will involve the professional development of several trainee staff leading to professional qualifications by exam.</p> <p>Understand and manage the inter-relationship between different teams and their impact on the overall aims of the institution whilst helping to break down barriers between teams and building beneficial working relationships across the teams.</p>
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### Technical Grade Profile Level 4

<p><b><i>Maintenance and Management of Work Environment</i></b></p>	<p>Follow clear direction by others to construct or set up basic equipment.</p> <p>Apply a working knowledge of equipment to carry out basic maintenance and be responsible for their day to day operation.</p> <p>Monitor stock levels of basic equipment/supplies and ensure that work area and equipment are ready for use when required.</p> <p>Ensure compliance of health and safety procedures affecting both self and others, within the appropriate workspace or activity.</p>
<p><b><i>Planning and Organising</i></b></p>	<p>Plan and prioritise own defined work activities, within established routines and procedures responding to work area requirements to ensure operational efficiency. Refer to senior colleagues for the prioritisation of ad hoc work.</p>
<p><b><i>Service Delivery</i></b></p>	<p>Receive and respond to standard enquiries from and to customers, passing on requests outside of the scope of the role onto an appropriate person or department.</p> <p>Ensure that customers are dealt with in a timely and prompt manner and given a courteous and efficient service.</p>
<p><b><i>Analysis and Problem Solving</i></b></p>	<p>Prepare and carry out tasks to time and quality requirements, working within established procedures and with minimum supervision.</p> <p>Resolve day to day issues which have a limited range of options and passing a problem on where appropriate.</p>
<p><b><i>Technical Supervision/ Communication and Liaison</i></b></p>	<p>Support students through providing standard guidance and advice, within own area of work, in the use of equipment and techniques.</p> <p>Communicate information to students in a clear, straightforward manner.</p>

### Technical Grade Profile Level 5

<p><b><i>Maintenance and Management of Work Environment</i></b></p>	<p>Use specialised technical knowledge and experience in own area to interpret and meet the requirements of students and staff i.e. customers.</p> <p>Contribute to the development of new or improved methods of working or equipment, as specified by others.</p> <p>Ensure that equipment/apparatus in own area of work is maintained, serviced and repaired as required.</p> <p>Ensure stock levels of current and future stock requirements are sufficiently maintained, within pre set stock limits and advise on the purchase of equipment, as required.</p> <p>Monitor and maintain a safe working environment in line with health and safety requirements.</p>
<p><b><i>Planning and Organising</i></b></p>	<p>Plan and organise specialist technical support tasks against defined timescales and quality standards responding to requests, as appropriate.</p> <p>May plan and oversee the day to day technical running of a work area/project.</p> <p>May be involved in the preparation of work rotas/activity scheduling in own area for routine tasks.</p>
<p><b><i>Service Delivery</i></b></p>	<p>Receive and respond to enquiries from and to customers, passing on requests outside of the scope of the role onto an appropriate person or department.</p> <p>Recognise and understand the potential impact of incidents arising and raise issues of concern where appropriate to ensure effective resolution.</p> <p>Ensure that customers are dealt with in a timely and prompt manner and given a courteous and efficient service.</p>

<p><b><i>Analysis and Problem Solving</i></b></p>	<p>Resolve problems through choosing between a limited number of options which have clear consequences, by following guidelines or referring to what has been done before, or consulting colleagues within School/Department.</p> <p>Diagnose and rectify faults/problems with equipment and procedures.</p> <p>Monitor technical standards in own area of work, prioritizing issues for further investigation.</p>
<p><b><i>Technical Supervision/ Communication and Liaison</i></b></p>	<p>Communicate and liaise with users of the technical service, including suppliers and attend meetings as requested by a manager to support work activities or represent the department.</p> <p>Advise and assist staff and students on the setting up of standard equipment/experiments.</p> <p>Provide technical supervision for students in the use of equipment and techniques in own area of expertise. This includes loaning of equipment and sales of materials in work area whilst following University policy.</p> <p>Provide technical support to academic colleagues who are delivering course content to groups of students.</p>

### Technical Grade Profile Level 6

<p><b><i>Maintenance and Management of Work Environment</i></b></p>	<p>Contribute to the development of teaching in the development of new procedures or techniques, design of new apparatus or usage of specialist machines/equipment.</p> <p>May advise on the future requirements and physical Resources within own area including general/specific equipment, apparatus, space etc.</p> <p>To be responsible for ensuring the maintenance of specialist equipment is carried out within own area of work and that health and safety standards are complied with.</p>
<p><b><i>Planning and Organising</i></b></p>	<p>Within the designated area of work, determine technical priorities and allocate Resources to meet planned objectives.</p> <p>Take responsibility for the short to medium term developments or changes in own work area by applying specialist knowledge and experience.</p>
<p><b><i>Service Delivery</i></b></p>	<p>Advise and assist colleagues and customers on specific systems or processes relating to own area of technical expertise to ensure maximum service quality.</p> <p>Provide specialist/professional advice and recommendations within specific parameters/guidelines.</p> <p>Design and/or deliver a variety of approaches or specialist technical services to maximize service quality, efficiency and continuity.</p>
<p><b><i>Analysis and Problem Solving</i></b></p>	<p>Use initiative and judgment to investigate operational problems which are generally predictable and therefore covered by guidelines/procedures or occasionally where there is a large amount of sometimes complex information, which may present conflicting problems.</p> <p>Contribute to analysing technical problems and designing novel technical approaches and solutions to enable outcomes to be achieved and innovative technical solutions to be developed.</p>

<b><i>Resources Management</i></b>	<p>May monitor the spend of relevant budgets within own work area and maintaining appropriate financial records in line with financial procedures.</p> <p>Manage the stock control and purchasing of equipment through negotiation and liaison with internal and external suppliers in accordance with the University financial procedures</p>
<b><i>Technical Supervision/ Demonstration</i></b>	<p>To be responsible in the delivery of specialist technical skills demonstrations to either groups of students or one-to-one support to individuals. This may be in a single or series of workshops and will have specific learning outcomes, developed by the academic tutor.</p> <p>Advise and assist students on all aspects of the specialist technical service. This includes loaning of equipment and sales and materials in work area whilst following University policy.</p> <p>May be responsible for the supervision of a small team of technical colleagues in related technical areas or within department.</p>

### English Language Tutor 1 Grade Profile Level 6

Teaching and learning support	<p>Teach as a member of a teaching team within an established programme of study, with the assistance of a mentor if required</p> <p>Transfer knowledge in the form of practical skills, methods and techniques</p> <p>Identify learning needs of students and define appropriate learning objectives</p> <p>Ensure that content, methods of delivery and learning materials will meet the defined learning objectives</p> <p>Supervise the work of students, provide advice on study skills and help them with learning problems</p> <p>Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students</p> <p>Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback</p>
Communication	Deal with routine communication using a range of media
Liaison and networking	Liaise with colleagues and students
Teamwork	<p>Collaborate with academic colleagues on course development and curriculum changes</p> <p>Attend and contribute to group meetings</p> <p>Collaborate with colleagues to identify and respond to students' needs.</p>
Pastoral care	<p>Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support</p> <p>Appreciate the needs of individual students and their circumstances</p> <p>Act as personal tutor, giving first line support</p> <p>Refer students as appropriate to services providing further help</p>

Initiative, problem-solving & decision-making	<p>Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support</p> <p>Share responsibility for delivery and assessment of modules</p>
Planning and managing Resources	<p>Use teaching Resources and facilities as appropriate</p>
Sensory, physical and emotional demands	<p>Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills</p> <p>Help balance the competing pressures of teaching and administrative demands and deadlines</p>
Work environment	<p>Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others</p>
Expertise	<p>Possess sufficient breadth or depth of specialist knowledge in the area to work within established teaching programmes</p> <p>Engage in continuous professional development</p> <p>Able to engage the interest and enthusiasm of students and inspire them to learn</p> <p>Understand equal opportunity issues as they may impact on academic content and/or issues relating to student need</p>

**APPENDIX 11**

The table below shows the relevant HERA score banding for each Grade.

	<b>HERA Score Start</b>	<b>HERA Score End</b>
Grade 1		
Grade 2	150	164
Grade 3	165	229
Grade 4	230	314
Grade 5	315	384
Grade 6/AC1	385	479
Grade 7/AC2	480	560
Grade 8 standard/AC3 standard	561	581
Grade 8 advanced/AC3 advanced	582	651
Grade 9 standard/AC4 standard	652	714
Grade 9 advanced/AC4 advanced	715	794
Grade 10/AC5	795	