



# Job Evaluation Framework - Delivering Equality?

Modernisation and the Higher  
Education Sector – 2007



A survey  
of responses from  
Unite Amicus section  
representatives in the higher  
education sector regarding the job  
evaluation and modernisation process.



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## Executive Summary

### Positive results:

- 81% of responding institutions have implemented their new job pay schemes
- 89% of those found to be historically under-graded or “green circled” got full pay increases at the start of implementation. Only 11% had their increases phased in.
- 91% of institutions have made appeals available to all who go through the job evaluation process.
- 100% of appeal panels consist of trade union representatives and management. Mostly equally balanced.
- 94% of institutions have completed their grade boundaries.
- 81% of institutions have decided how many Hay/HERA points will put people into which grades.
- 78% of institutions have agreed a process on how staff progress within a grade.
- 59% of institutions have agreed a process on how staff progress between grades.
- 52% of institutions have agreed harmonisation arrangements.
- 42% of institutions have a recruitment and retention premium rate for some grades.
- 39% of institutions have a market forces pay policy or agreement

### Negative results:

- 32% of institutions have tried to restrict Trade Union access to data.
- Only 48% of institutions have provided access to the web based HERA site
- 66% of institutions have not conducted an equality audit. 79% plan to in the future and 21% do not.
- Just fewer than 10% have amended their Job Evaluation process following an equality assessment.

## Introduction

This is the third survey of the Higher Education job evaluation process that Unite (formerly Amicus) has conducted. When Unite first began engaging with this process it made it clear that the aim of the process was to push for a genuine policy of equality for all higher education staff. At the same time the process was about improving the pay, job grades and terms and conditions of all members working in the sector.

Through a system of detailed job evaluation training for members, representatives and Unite Amicus section officials the sector has managed to develop a sophisticated approach and understanding of how to tackle this complicated process.

This survey shows that in many areas this work has paid off both for members and universities. Those areas where progress is less visible largely represent areas where work is continuing or still needs to be done.

Unite is extremely grateful for the all the positive responses from representatives to this survey. Unite is aware that our representatives do their extensive union work on a voluntary basis. Without their considerable contribution Unite would not have been able to produce this report.

This report should be read in conjunction with the Unite Guide to Bargaining Pay Systems<sup>1</sup> and the Unite Guide to Job Evaluation<sup>2</sup>.

## Methodology

This survey questionnaire was distributed electronically to all Unite Amicus Section representatives in the Higher Education sector during June and July 2007.

Unite requested that only the senior representative responsible for Job Evaluation should respond per institution. The result was that 38 completed questionnaires were returned covering 32 separate Higher Education Institutions.

The responses cover many of the large higher education institutions where Unite Amicus section is represented. Unite is confident that the survey represents a broad enough cross section of institutions to present a snap shot of the national process.

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<sup>1</sup> <http://www.amicustheunion.org/pdf/BargainingPaySystems.pdf>

<sup>2</sup> <http://www.amicustheunion.org/pdf/JobEvaluation.pdf>

## Section 1: The Evaluation Process

This survey paints a similar picture to previous years when assessing the evaluation process. Over two thirds of respondents are using the HERA scheme which Unite recommended above the HAY scheme.

Despite some difficulty with HERA it is definitely the more union friendly of the two schemes as it provides for a written record or body of evidence to be set down for each claim or assumption made. The factors are also tuned to a higher education setting unlike Hay which is more generic in its application.

### Which Job Evaluation scheme did you use?

Alternatives	Percent	Value
1 Hay	31,3 %	10
2 Hera	65,6 %	21
3 Other, please specify	3,1 %	1
Total		32

Similarly in well over half of places all staff had been evaluated and over 80% of responding institutions had implemented the changes.

### Have all staff in your university or higher education institution been evaluated?

Alternatives	Percent	Value
1 Yes	58,1 %	18
2 No	35,5 %	11
3 Still in negotiation	6,5 %	2
Total		31

### Have you implemented your new job pay schemes?

Alternatives	Percent	Value
1 Yes	81,3 %	26
2 No	9,4 %	3
3 Still in negotiation	9,4 %	3
Total		32

Unite sees this as a positive trend but the 20% of institutions yet to implement is disappointing. The agreed implementation date for the national framework agreement was August 2006 and it is likely that some of the delay here is due to employer intransigence or poor partnership working.

Unite will be following up on those places that are yet to implement.

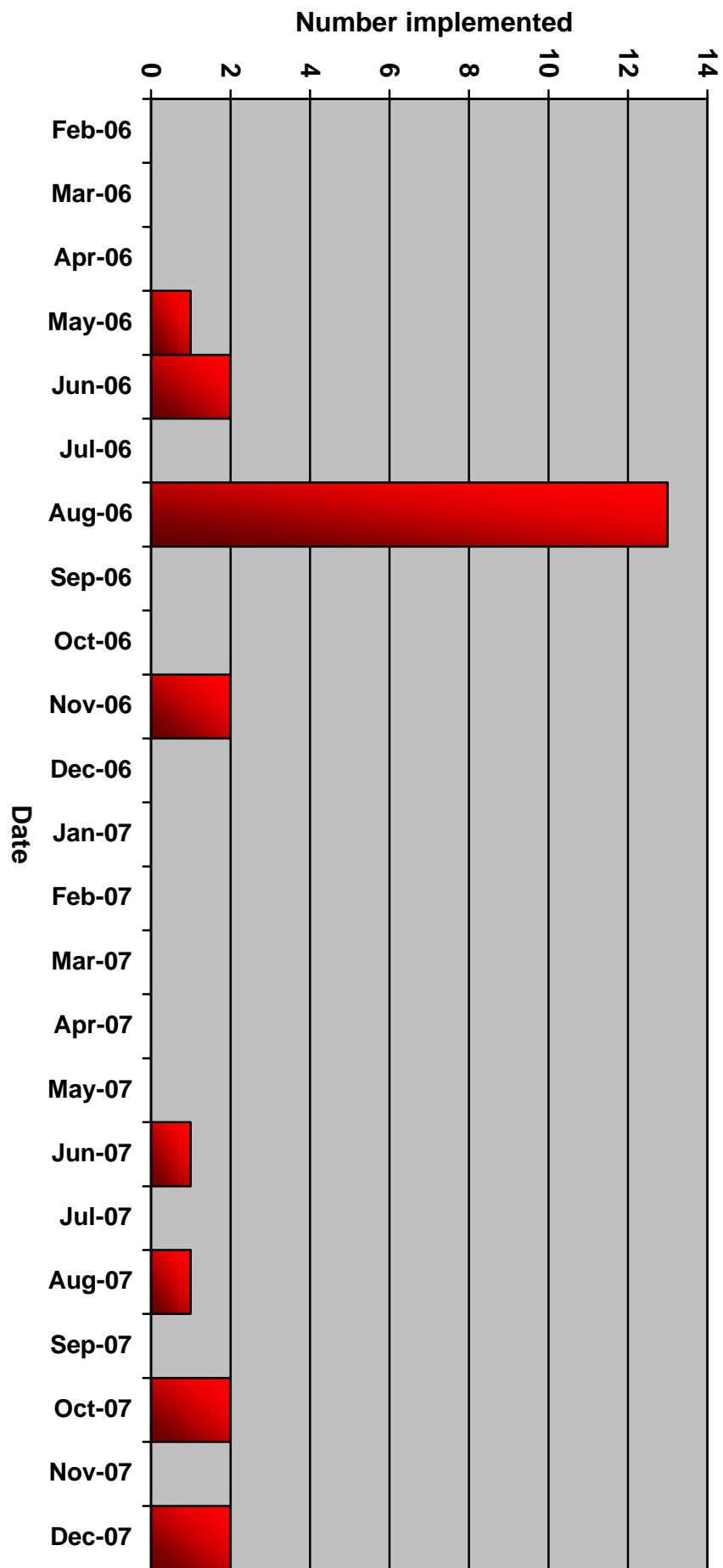


Figure 1: Implementation dates

## Section 2: Relationship with the Employer

Unite recommended that this process be approached through an agreed partnership with unions and employers in each institution. However there has been a mixed response in various institutions. It is clear that in some institutions the level of trust is not high enough to facilitate good partnership working.

This is most obvious when looking at access to data. In the best cases the employer has shared all information with the unions and they have met and collectively negotiated an acceptable deal to all.

Sadly this survey shows that in approximately a third of institutions surveyed the employer have attempted to restrict union access to data while in 16% of other cases this access has been limited. At the same time many have not provided access to the web based HERA site which provided support for representatives trying to calculate scores.

This restriction of data means there may not be a robust test of those schemes that have limited access and Unite cannot be sure the resultant outcomes are equality proofed. The onus clearly rests with the employer to release the data and to provide the access needed.

Comments in the survey suggest that the success or failure of the job evaluation process depends a lot on the individuals involved. Those institutions that have a positive relationship with unions or see the process as one of creating a fair and just wage system were more likely to have a positive and relatively easy passage through the process. The stoppages appear to be in places where the employers that have attempted to circumvent union involvement in the process or used the exercise as a way to cut other benefits. Unite is clear, this is not acceptable.

### Has your institution tried to restrict Trade Union access to any data?

Alternatives	Percent	Value
1 Yes	32,3 %	10
2 No	51,6 %	16
3 Limited access	16,1 %	5
Total		31

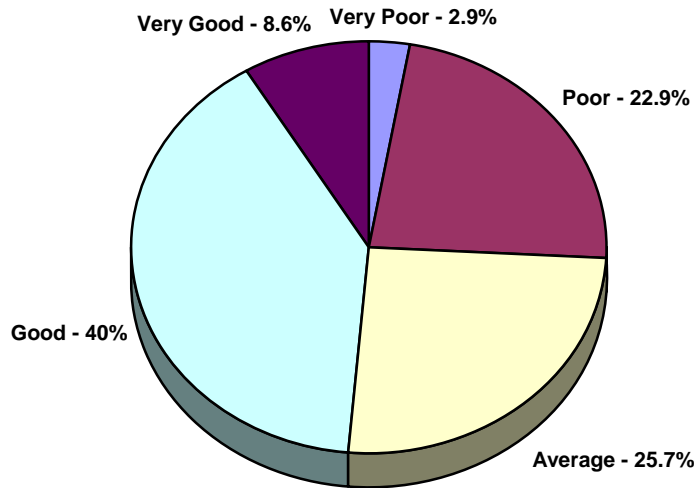
### Has your institution provided access to the web based HERA site?

Alternatives	Percent	Value
1 Yes	47,6 %	10
2 No	52,4 %	11
Total		21

Having raised this concern it is also clear that only around a quarter of respondents felt that their institutions worked poorly or very poorly with trade unions with nearly 50% rating them as good or very good. This suggests that

although attempts were made to limit access to information in general many relationships have been positive.

**Figure 2: How well do you feel that your institution has worked with trade unions in the process?**



## Section 3: Protecting Members

Unite's most pressing concern in this process has been to protect vulnerable members. This applies to all members who have been incorrectly graded.

### White Circling

The survey highlights that for the majority of people in most institutions this has not been an issue as they have remained the same (white circled). Of the institutions that responded most reported that the vast majority did not move grades. In some institutions the numbers white circled were over 90% and most respondents that commented indicated that the vast majority remained unchanged.

### Red Circling

The national Framework Agreement called for "red circling" pay protection for those who could face pay reduction. This was to give a settling in period for the job evaluation to take effect and give staff a chance to consider other roles or additional responsibilities.

This varied from institution to institution. Members now need to be aware of the effect of these deals compared to other regrading changes.

### Blue Circling

**Are there any areas that have not been evaluated? (Blue circled) Please specify**

- Senior Management team
- Band 10
- Grade 6 academics
- Some computing staff
- Weekly paid staff
- Estates/Buildings
- Clinical staff
- Senior management and Profs.
- Academic and ALC staff - national role profiles used
- Academic roles
- Yes - JIB and agricultural workers. Senior Managers and Professorial.
- Senior (directorate) management

The survey responses highlight evidence of some institutions seeking to exclude academic posts from evaluation. Unite feels this is clearly against the original framework agreement which states that all staff in an Institutions up to an agreed level must be evaluated - in Unite's view even those staff beyond those levels should be included in overall equality audits.

Unite's view is all Higher Education employees should be evaluated or matched to an appropriate job description. Those who are not matched correctly or who dispute the evaluation score should have a right of appeal. Such appeals processes should ensure sufficient time to allow for individuals to asses whether they need more information in order to appeal.

A number of institutions delayed the process for skilled/estates areas because of the absence of definitive job descriptions or working practices. These are now being progressed.

In some Higher Education Institutions rigid appeal periods may have left staff with little time to register an appeal. Unite believes these rigid appeal periods are not helpful to good employment relations and also run the risk of exacerbating inequality as potentially no real effort is made to look into inadequate matching or evaluations. There is also some data to show that some HR departments attempted to deliberately limit access to appeal processes and may also have not given staff proper matching or evaluations. Unite has sought to take these matters up as collective issues or through local grievance procedures.

Unite has also sought to maintain the original appeal processes contained in the technicians blue book as these were seen as contractual and beneficial.

### **Green Circling**

Whilst the phasing in of job evaluation could have been done over a two year period as per the Framework Agreement the Unite survey shows the vast majority of Institutions (89.3%) in our survey have given immediate grade increases to green circled staff. Unite has consistently advised against phasing.

#### **Did those who were green circled get full increases at the start or was it phased?**

Alternatives	Percent	Value
1 Full increases at the start	89,3 %	25
2 Phased	10,7 %	3
Total		28

What is less clear from the survey returns is the policy of Institutions in relation to looking back prior to the job evaluation as to whether those green circled areas may have contained potential equality problems before the evaluations. Also there is no clear evidence that Institutions without individuals making challenges are prepared to address historical inequality.

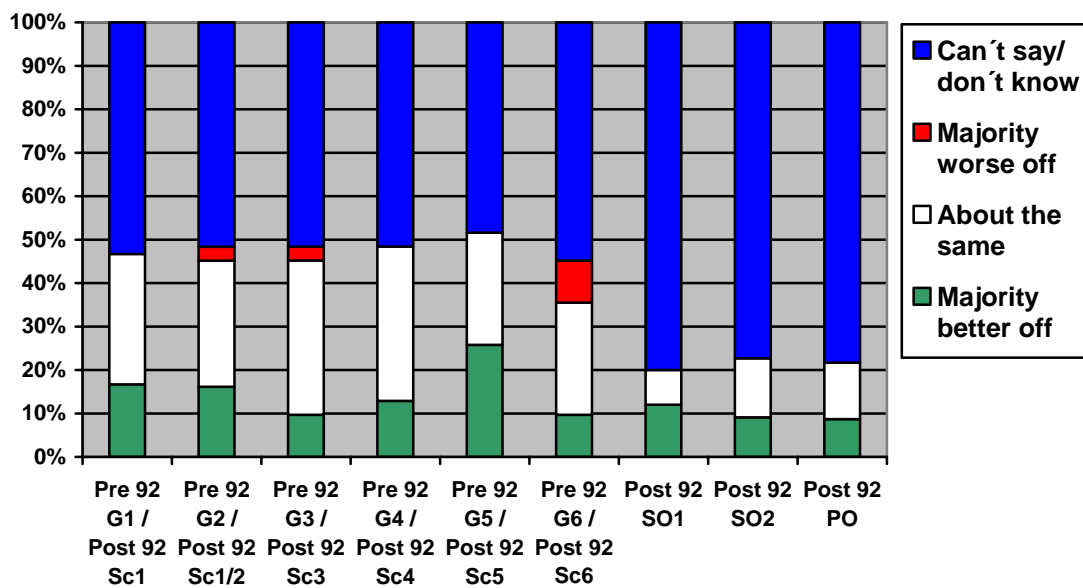
This laissez faire attitude on behalf of human resource departments has potential risks for the wider Institutional management. Unite's advice to members and representatives has been to follow up any historic back pay issues and claims.

## Section 4: Pay Structure Comparisons

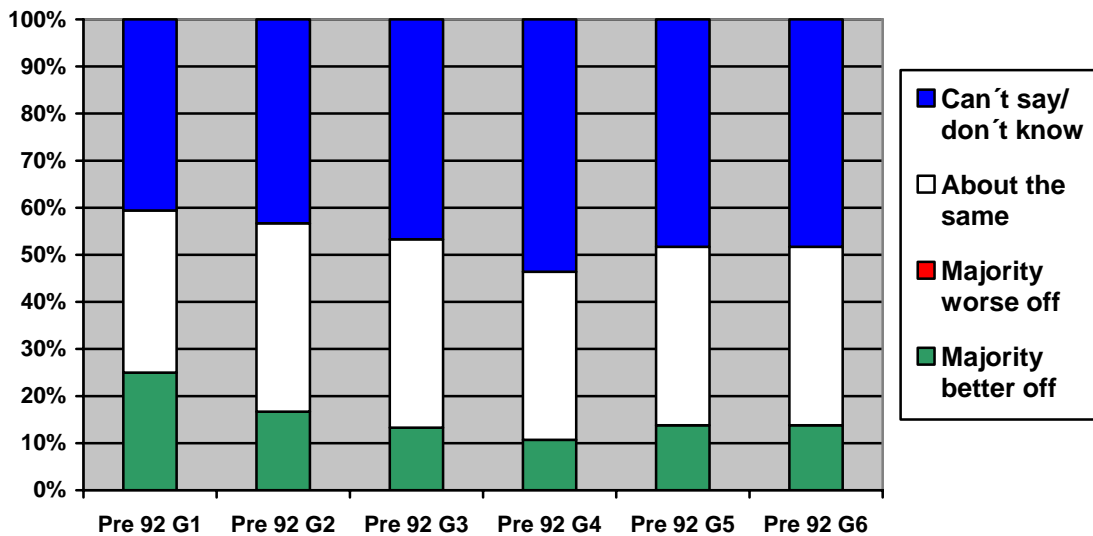
The survey again sought to get perspectives of how the process has affected members in different pay grades across the UK. The answers are based on representative's responses. Unite believes they give an interesting snap shot into how the process has gone for different pay grades.

**Figure 3: Comparing Pay Structures**

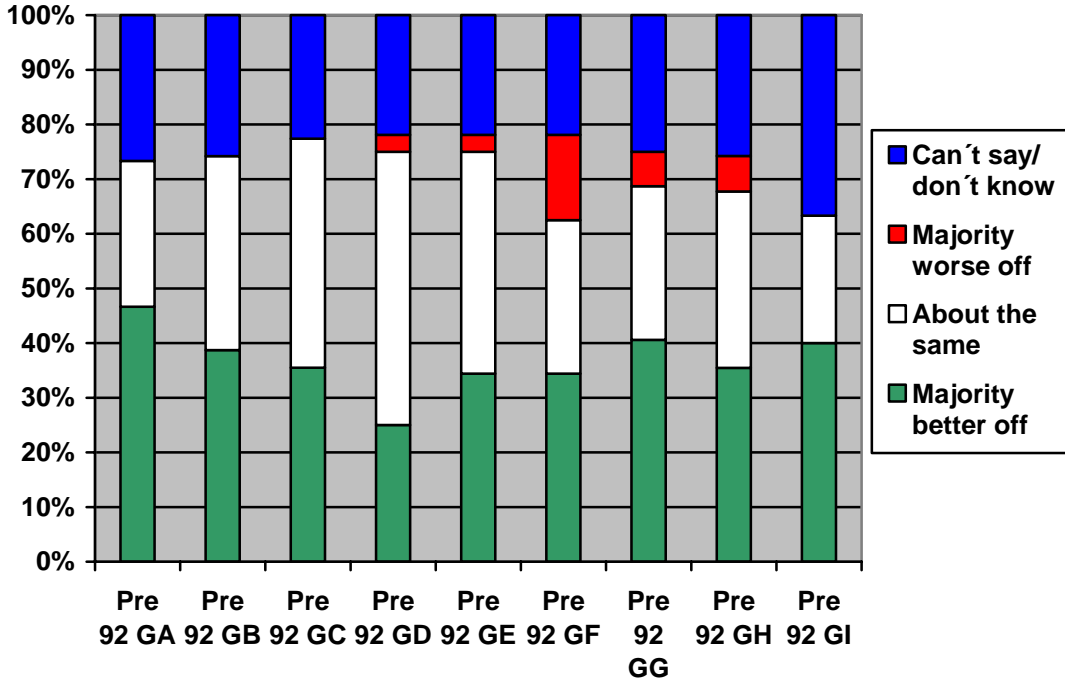
**Are staff on the old clerical /admin grades better or worse off under the new pay structure?**



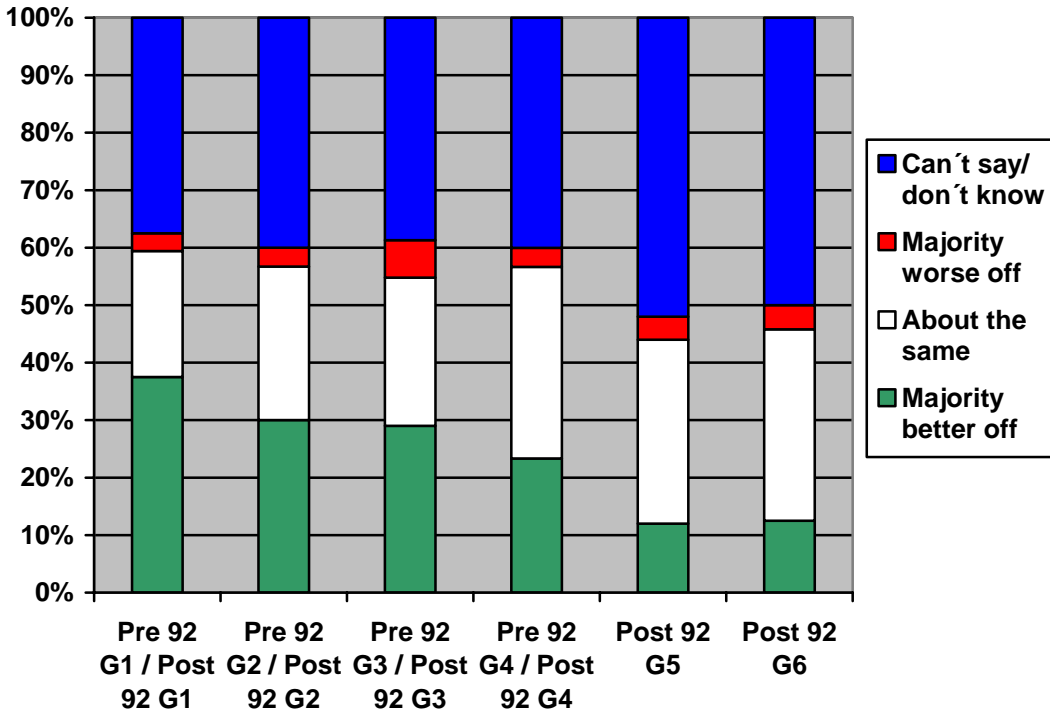
**Are staff on the old academic-related grades better or worse off under the new pay structure?**



**Are staff on the old technicians grades better or worse off under the new pay structure?**



**Are staff on the old manual grades better or worse off under the new pay structure?**



All four charts show a large percentage of people gaining significant pay increases and also a large number of staff that have remained the same after the job evaluation process. Although some did see pay decreases, for most grades and in most institutions this was the minority.

The charts broadly mirror those that came out of last year's survey with the differences accounted for by the different institutions that have responded.

It is disappointing however to see that the numbers of "don't know/can't say" answers have not decreased suggesting that more progress could have been made this year.

## Section 5: Appeals

In any job evaluation system it is crucial that all employees have the opportunity to appeal decisions about their job description or evaluation. Unite's view is that people should take the opportunity to appeal on any matters they are not satisfied with or to raise a grievance about the limited appeal process or the job evaluation or lack of it. Members and representatives have been advised to use the relevant procedures to pursue their issues. There are statutory rights in relation to grievance and members and representatives can find out about these from Unite regional offices.

The survey highlights that in over 90% of responding institutions there are appeals available to all who go through the process. In those cases where staff were not able to appeal most allowed those who had not personally been evaluated or those who were downgraded to appeal.

### Are appeals available to all who go through the job evaluation process?

Alternatives	Percent	Value
1 Yes	90,3 %	28
2 No	9,7 %	3
Total		31

In those institutions where appeals were not open to everyone going through the process the limits included appeals available only for matched and or benchmarked roles and those who were downgraded, certain grades (e.g. academics) being assimilated en-bloc on the basis of generic job description not being able to appeal.

It is positive that in all responding institutions appeal panels consisted of both trade union representatives and management.

### Do your appeal panels consist of trade union representatives and management?

Alternatives	Percent	Value
1 Yes	100,0 %	28
2 No	0,0 %	0
Total		28

It is important that panels are independent and neutral on appeal matters in order to deal fairly with people's cases. As reported earlier in this survey Unite technical areas have had a long tradition and even contractual arrangements for appeal panels. Often these were on a 50% Unite trade union representation and 50% management appointment.

As these appeal panels now have to include other grades and trades Unite has moved to allow for other trade union representation on appeal panels In some areas appeal panels are chaired by an independent person. Unite has consistently argued that HR managers are not independent and therefore should not chair the arrangements.

### Does your panel have an independent chair?

Alternatives	Percent	Value
1 Yes	40,0 %	10
2 No	60,0 %	15
Total		25

**Figure 4: Appeal Panels**

Institution	Appeal panels	
	Trade Union Reps	Management
Birkbeck College	1	2
Brunel University	1	2
Brunel University	4	4
Cambridge	1	1
Canterbury Christ Church University	1	3
Durham university	2	2
Glasgow school of art	1	1
Keele University	2	2
Lancaster University	1	1
Leeds University	3	3
Newcastle University	2	3
Nottingham University	2	3
Queen's University Belfast	1	2
Royal College of Art	2	2
Swansea University	3	3
University of Soton	1	5
University College London	2	1
University of St. Andrews	1	2
University of Bradford	2	2
University of Dundee	3	3
University of east London	1	1
University of Hull	2	2
University of Reading	2	4
University of Southampton	2	2
University of Stirling	2	2
University of Ulster	3	3
University of Wales Aberystwyth	3	3
University of Warwick	2	3
University of York	1	1

The main issues taken to appeal were poor scoring (22%), incorrect scoring (39%), job elements missed in evaluation (65%) and comparisons with other job holders (48%). Other issues offered included points being forgotten, poor write ups, lack of clarity in role profile documents and job summaries being incorrectly matched.

Appeals have led to a variety of consequential effects such as departments being regraded. In one case, job descriptions needed to be rescored, and in others improvements to information flow.

## Section 6: Grade Structure

The survey shows that the vast majority of institutions have completed their grade boundaries (94%), decided how many HAY/HERA points needed for each grade (81%) and decided a salary range for each group (84%). Most grade structures have between 8 and 10 grades with one only reporting 6 grades, two with 11 and one with 13.

This shows significant progress since last year's survey.

### Has your institution completed its grade boundaries?

Alternatives	Percent	Value
1 Yes	94,1 %	32
2 No	5,9 %	2
Total		34

### Has your institution decided how many Hay/HERA points will put people into which grades?

Alternatives	Percent	Value
1 Yes	81,3 %	26
2 No	6,3 %	2
3 Still negotiating	12,5 %	4
Total		32

### Has your institution decided the salary range for each group?

Alternatives	Percent	Value
1 Yes	83,9 %	26
2 No	3,2 %	1
3 Still negotiating	19,9 %	4
Total		31

## Section 7: Performance contribution or discretionary pay?

Our survey found that in several institutions performance related or discretionary pay systems were being implemented under a variety of guises. Many of these looked like the same scheme but the detail and practice hid the differences. Unite has strong concerns about the impact that such reward systems have on motivation and equality in institutions.

The sector has long had discretionary, contribution or performance related pay systems. Research by predecessor unions of Unite and other organisations has shown that performance related pay can have a negative effect on staff motivation and morale as well as lead to unjust systems of pay that accentuate discrimination.

Such schemes are designed to incentivise good performance however in practice they tend to have little effect except to de-motivate staff. For example studies in the NHS found that performance-related pay did not contribute to improve performance but did cause jealousies between staff and undermine moral<sup>3</sup>.

PRP can lead to unfairness because performance related pay systems are usually based on appraisals i.e. the views of line managers. This means that even the most well meaning system can be subject to bias and personal favouritism. In addition it has been suggested that performance related pay can lead to perverse behaviour such as undermining team work, encouraging a short term focus and leading people to believe that pay is more about relationships and personality than performance.

Performance related pay is often argued as in essence a formal way of creating unequal pay and this can discriminate against women and other historically undervalued groups. Many of the systems that have been used in the past have rewarded working patterns and behaviour most commonly associated with men and undervalued other skills and work patterns such as part time working. The Equal Opportunities Commission strongly recommends equality audits as a way to ascertain whether performance related pay is causing discrimination.

Unite believes that fairer and more transparent systems of pay reward and progression should be in place as agreed in the National Framework.

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<sup>3</sup> Dowling and Richardson. 1997. "Evaluating performance-related pay for managers in the National Health Service". *International Journal of Human Resource Management*, Volume 8, Number 3.

Marsden, David W., and Stephen French. 1998. "What a Performance: Performance-Related Pay in the Public Services". *Centre for Economic Performance Special Report*, London School of Economics.

## Section 8: Progression within grades and progression between grades

78% of institutions have decided a process for how staff can progress within grades and 59% have decided a process for how staff progress between grades.

### Have you agreed a process on how staff progress within a grade?

Alternatives	Percent	Value
1 Yes	78,1 %	25
2 No	6,3 %	2
3 Still negotiating	15,6 %	5
Total		32

### Have you agreed a process on how staff progress between grades?

Alternatives	Percent	Value
1 Yes	59,4 %	19
2 No	9,4 %	3
3 Still negotiating	31,3 %	10
Total		32

It is important that institutions do develop a clear transparent and equitable method of career progression and reward system. The joint employer/trade union negotiations body JNCHES set out guidance for progression both within and between grades<sup>4</sup>. Unite would strongly recommend that this is followed.

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<sup>4</sup>[http://www.ucea.ac.uk/ucea/filemanager/root/site\\_assets/jnches/JNCHES Pay Progression Guidance Jan\\_05\\_Revise.pdf](http://www.ucea.ac.uk/ucea/filemanager/root/site_assets/jnches/JNCHES_Pay_Progression_Guidance_Jan_05_Revise.pdf)

## Section 9: Harmonisation

Only 52% have agreed harmonisation arrangements and 44% are still negotiating. Unite views this part of the process as a vital one as it is where members can gain real benefits. For example Unite is currently campaigning for a 35 hour week for its members in higher education and it is at this stage that the case can be effectively made.

### Have you agreed harmonisation arrangements?

Alternatives	Percent	Value
1 Yes	51,9 %	14
2 No	3,7 %	1
3 Still negotiating	44,4 %	12
Total		27

Although it is hard to generalise as all institutions have different processes and deals [see Appendix B for details of different institutions] the tables below show some interesting trends.

### Figure 5: Overtime

Overtime deals seem to be fairly similar before and after harmonisation with most of the “other” comments highlighting that their final agreement is a combination of the options or varies due to grade and circumstances.

	Number		Percentage	
	Overtime rates before harmonisation	Overtime rates after harmonisation	Overtime rates before harmonisation	Overtime rates after harmonisation
<b>Admin/clerical staff</b>	<b>25</b>	<b>23</b>		
Time off in lieu	10	7	40.0 %	30.4 %
1.25x	0	0	0.0 %	0.0 %
1.5x	9	8	36.0 %	34.8 %
2x	0	0	0.0 %	0.0 %
Other, please describe	6	8	24.0 %	34.8 %
<b>Technicians</b>	<b>26</b>	<b>24</b>		
Time off in lieu	6	5	23.1 %	20.8 %
1.25x	1	0	3.8 %	0.0 %
1.5x	13	10	50.0 %	41.7 %
2x	0	0	0.0 %	0.0 %
Other, please describe	6	9	23.1 %	37.5 %
<b>Manual grades</b>	<b>25</b>	<b>23</b>		
Time off in lieu	0	0	0.0 %	0.0 %
1.25x	0	1	0.0 %	4.3 %
1.5x	17	12	68.0 %	52.2 %
2x	1	1	4.0 %	4.3 %
Other, please describe	7	9	28.0 %	39.1 %
<b>Academic-related staff</b>	<b>24</b>	<b>23</b>		
Time off in lieu	12	8	50.0 %	34.8 %
1.25x	0	0	0.0 %	0.0 %
1.5x	1	2	4.2 %	8.7 %
2x	0	0	0.0 %	0.0 %
Other, please describe	11	13	45.8 %	56.5 %

### Figure 6: Annual Leave

Annual leave seems to have increased as a general trend with many areas gaining several days extra leave.

	Number		Percentage	
	Annual leave before harmonisation excluding statutory and bank holidays	Annual leave after harmonisation excluding statutory and bank holidays	Annual leave before harmonisation excluding statutory and bank holidays	Annual leave after harmonisation excluding statutory and bank holidays
<b>Admin/clerical staff</b>	<b>26</b>	<b>25</b>		
22 days	2	0	7.7 %	0.0 %
23 days	3	0	11.5 %	0.0 %
24 days	2	1	7.7 %	4.0 %
25 days	3	7	11.5 %	28.0 %
26 days	1	1	3.8 %	4.0 %
27 days	0	4	0.0 %	16.0 %
28 days	1	0	3.8 %	0.0 %
Other, please specify	14	12	53.8 %	48.0 %
<b>Technicians</b>	<b>28</b>	<b>25</b>		
22 days	3	0	10.7 %	0.0 %
23 days	3	0	10.7 %	0.0 %
24 days	1	0	3.6 %	0.0 %
25 days	7	8	25.0 %	32.0 %
26 days	1	1	3.6 %	4.0 %
27 days	0	4	0.0 %	16.0 %
28 days	1	0	3.6 %	0.0 %
Other, please specify	12	12	42.9 %	48.0 %
<b>Manual grades</b>	<b>26</b>	<b>25</b>		
22 days	4	0	15.4 %	0.0 %
23 days	3	0	11.5 %	0.0 %
24 days	2	1	7.7 %	4.0 %
25 days	3	7	11.5 %	28.0 %
26 days	0	1	0.0 %	4.0 %
27 days	0	4	0.0 %	16.0 %
28 days	1	0	3.8 %	0.0 %
Other, please specify	13	12	50.0 %	48.0 %
<b>Academic-related staff</b>	<b>27</b>	<b>26</b>		
22 days	0	0	0.0 %	0.0 %
23 days	2	0	7.4 %	0.0 %
24 days	1	0	3.7 %	0.0 %
25 days	5	5	18.5 %	19.2 %
26 days	0	1	0.0 %	3.8 %
27 days	1	3	3.7 %	11.5 %
28 days	0	0	0.0 %	0.0 %
Other, please specify	18	17	66.7 %	65.4 %

### Figure 7: Working Week

The working week deals appear to vary around job type with the Manual and Technical grades as a trend getting shorter weeks and the admin/clerical and academic related remaining the same.

	Number		Percentage	
	Working week before harmonisation	Working week after harmonisation	Working week before harmonisation	Working week after harmonisation
<b>Admin/clerical staff</b>	<b>29</b>	<b>27</b>		
35 hours	11	9	37.9 %	33.3 %
35.5 hours	0	0	0.0 %	0.0 %
36 hours	1	1	3.4 %	3.7 %
36.5 hours	9	7	31.0 %	25.9 %
37 hours	2	4	6.9 %	14.8 %
37.5 hours	1	0	3.4 %	0.0 %
38 hours	0	0	0.0 %	0.0 %
38.5 hours	0	0	0.0 %	0.0 %
Other, please specify	5	6	17.2 %	22.2 %
<b>Technicians</b>	<b>30</b>	<b>27</b>		
35 hours	6	9	20.0 %	33.3 %
35.5 hours	0	0	0.0 %	0.0 %
36 hours	0	1	0.0 %	3.7 %
36.5 hours	1	7	3.3 %	25.9 %
37 hours	19	4	63.3 %	14.8 %
37.5 hours	3	0	10.0 %	0.0 %
38 hours	0	0	0.0 %	0.0 %
38.5 hours	0	0	0.0 %	0.0 %
Other, please specify	1	6	3.3 %	22.2 %
<b>Manual grades</b>	<b>28</b>	<b>27</b>		
35 hours	0	8	0.0 %	29.6 %
35.5 hours	0	1	0.0 %	3.7 %
36 hours	0	1	0.0 %	3.7 %
36.5 hours	1	7	3.6 %	25.9 %
37 hours	6	4	21.4 %	14.8 %
37.5 hours	3	0	10.7 %	0.0 %
38 hours	10	0	35.7 %	0.0 %
38.5 hours	3	0	10.7 %	0.0 %
Other, please specify	5	6	17.9 %	22.2 %
<b>Academic-related staff</b>	<b>27</b>	<b>26</b>		
35 hours	8	7	29.6 %	26.9 %
35.5 hours	0	0	0.0 %	0.0 %
36 hours	0	1	0.0 %	3.8 %
36.5 hours	1	5	3.7 %	19.2 %
37 hours	3	3	11.1 %	11.5 %
37.5 hours	2	0	7.4 %	0.0 %
38 hours	0	0	0.0 %	0.0 %
38.5 hours	0	0	0.0 %	0.0 %
Other, please specify	13	10	48.1 %	38.5 %

## Section 10: Recruitment and Retention Premiums and Market Forces Policy

Eleven institutions have agreed recruitment and retention premium (RRP) rates for some of their grades. This is significantly higher than the figure last year of only four. Also nine institutions have a market forces pay policy or agreement.

### Do you have a market forces pay policy or agreement?

Alternatives	Percent	Value
1 Yes	39,1 %	9
2 No	60,9 %	14
Total		22

Unite is keen to see RRP and market forces deals reached to incentivise recruitment of skilled positions as there are some major skills shortages in the sector. However it must be stressed that these need to be clearly justified and regularly reviewed otherwise they could lead to discrimination and equal pay grievances.

Of the deals that have been agreed several of these have been for estates staff while others are more general and cover all staff on a case by case basis. Unite stresses the importance of review processes and that premia should not be payable for longer than justifiable without a review.

### Can you give details of how RRP was agreed?

Alternatives	Percent	Value
1 Comparison with local job rates	16,7 %	2
2 Comparison with NHS rates	8,3 %	1
3 Local agreement on market rates	16,7 %	2
4 Comparison with JIB rates	8,3 %	1
5 Comparison with HAY database	0,0 %	0
6 Other	50,0 %	6
Total		12

## Section 11: Equality Audit

Job evaluation exercises are designed to deal with issues of unequal pay and tacit discrimination in the workplace. They provide a perfect opportunity to carry out equality audits and assess the practices used by the institution to deal with the issue.

According to this survey just over a third (35%) of institutions have now carried out equality audits. 79% plan to do so in the future. These figures are not much better than last years and imply that some institutions are dragging their feet. Unite is adamant that institutions should take it forward as without an audit it will not be possible to assess whether any pay inequalities have been effectively dealt with.

### Has an equality audit been done in your institution?

Alternatives	Percent	Value
1 Yes	34,5 %	10
2 No	65,5 %	19
Total		29

### If not, are there any plans to carry out an equality audit in the future?

Alternatives	Percent	Value
1 Yes	79,2 %	19
2 No	20,8 %	5
Total		24

Where an equality audit has been done there has been a fair amount of sharing of information with union representatives. It is vital that the institution shares equality data with union representatives so that any issues arising can be dealt with in a transparent and comprehensive way. Unite would see this as a perfect opportunity to improve the equality practices of the university ideally in a collaborative rather than conflicting way.

### Has your HEI provided the union with data on the equality impact of the JE on any of the following?

Alternatives	Percent	Value
1 By grade	50,0 %	9
2 Age	50,0 %	9
3 Ethnicity	55,6 %	10
4 Gender	66,7 %	12
5 Disability	50,0 %	9
6 Other, e.g. Comparison of part-time and full-time	33,3 %	6
Total		18

One striking figure is that in 91% of cases the Job Evaluation process has not been amended following an equality impact assessment. This could either mean that the Job Evaluation process has dealt with all the equalities issues in the pay structure or that institutions are not taking the issue seriously enough. Unite is clear that if there are outstanding inequality trends in the pay systems resulting from job evaluation these need to be tackled as soon as possible. Workplace reps should seek immediate advice from their regional office and follow up with any claims<sup>5</sup>.

<sup>5</sup> As instructed in circular HE/03/07 and letter to members HE/02/07.

## Section 12: Monitoring and Review

Job evaluation should not be the end of the review system of pay and terms in an institution. Unite recommends that the whole process is regularly monitored and reviewed both throughout and afterwards in order to deal with problems and conflicts.

It is of serious concern that only half of the institutions that responded had reached an agreement on monitoring and reviewing.

**Is there an agreement about how and when the new job evaluation process will be monitored or reviewed?**

Alternatives	Percent	Value
1 Yes	50,0 %	14
2 No	50,0 %	14
Total		28

As stressed in last year's survey report if HEI's are not agreeing on an effective system to monitor and review the process they are leaving themselves open to the possibility of serious allegations and legal challenges for failing to apply equal pay for equal value and other anti-discrimination practices. The Joint National Committee for Higher Education issued its own guidelines earlier in 2007. The survey results show that in some cases this advice has been ignored by local HR departments. Unite has reminded representatives to vigorously raise and challenge known review failings.

The survey shows that in two thirds of reported cases Unite Amicus section representatives have balloted their members on the deals. Unite insisted that all agreements were put out to ballot as the union feels that it is crucial that members are fully engaged and involved with all decisions that effect their working life and employment terms.

**Have you balloted staff on the job evaluation process?**

Alternatives	Percent	Value
1 Yes	67,7 %	21
2 No	32,3 %	10
Total		31

In all but one that had balloted the deal was accepted by the majority of members and in roughly half of those with a sizable majority of 70% or more. This shows that in nearly all cases members have felt that the union has secured a good or acceptable deal for them.

## Conclusion and Recommendations

Whilst the majority of survey returns show good levels of trade union involvement and acceptable outcomes in the job evaluation process, there is a sizable minority of institutions that provide Unite with significant levels of concern. Our members are being asked to take these issues forward.

Unite's aim throughout the Framework process was to ensure that equal pay and proper evaluation processes applied to all.

Unite also felt that the job evaluation process was a time to correct some of the long standing iniquities that have applied to many roles and previous grades.

Naturally our role as a trade union was also to ensure we assisted existing members by smoothing out the effects of pay equalisation in such a way so as not to bring immediate or impossible financial hardship to those who may have previously been incorrectly graded.

However in any bargaining process there has had to be a measure of give and take because the process involved many parties each with a differing agenda. Unite's main aim of improving terms and conditions of members whilst extending the equality agenda has been challenging but the survey results show that is what is happening.

Probably the most worrying feature of the Unite survey is just how many higher education institutions have not completed any equality pay audits (66%). This is not just as a result of the job evaluation and Framework Agreement but at any time prior to the agreements being put in place. For UK employers to so significantly fail to apply a process designed to act as a check and balance on how pay terms and conditions are determined underlines why the UK is still struggling to come to terms with equal pay and sex discrimination some 30 years after the introduction of the Equal Pay Act.

Monitoring and review process are not yet in place in many higher education institutions. 50% of institutions have not agreed a monitoring or review process. Unite's suspicion is that some HR directors do not see this as important because they are concentrating too much on completing the job evaluation process and not enough on looking at the impact or what else needs to be done. However much the Framework Agreement was about the monitoring and review process, it was also about the original need for job evaluation as a means to correcting unequal pay.

Unite will continue to press for proper monitoring and reviews of the whole system in each higher education institution in line with JNCHES advice Equal Pay Reviews Guidance for HE institutions agreed in 2006 together with the

follow up circular sent to all reps.<sup>6</sup> A revised version of this was endorsed by the employers association and trade unions in March 2007 and is available on the Unite Education Sector website.<sup>7</sup>

Another clear trend identified by the survey is the high number of HEI's that refuse to share data with their trade unions. Nearly a third (32%) have not shared data and over half (52%) refuse access to the HERA data. This reluctance not only flies in the face of previous advice from the Equal Opportunities Commission about transparent pay systems but also the guidelines issued by ECC Ltd owners of the most popular job evaluation tool HERA about giving trade unions access. Guidance has already been sent to representatives in Circular HE/21/07 on how to raise challenges to refusal to release data.

Those employers who do not give access avoid a robust analysis of their job grading system and in Unite's opinion lose any defence that the resultant job grading is equality proofed and transparent.

The development of agreed processes on movement within a grade is positive. 78% of returns show this has been agreed with a further 15% still negotiating.

The figures on those who have agreed a process on movement between grades is not as good. Only 59% have agreed that process with over 31% still negotiating.

This aspect is vital to ensure that many categories of staff are not corralled into low grade "silos". It is also one of the causes of the "glass ceiling" that has for so long limited women workers ability to work and develop at their true potential.

Despite obvious skill shortages for some roles there has been little attempt to look at addressing those skills shortages in the future. This is most notable in the skilled and craft sectors of Unite. Unite has been trying to raise the skill deficit agenda for some time especially the demographic evidence in relation to technical members where the age profile and lack of in house training will result in a keen demand for highly skilled technicians in the future. Unite has partly addresses this by supporting the HEFCE funded project "HEaTED" for upskilling technical roles.

Despite all this evidence only 39% of HEI's have introduced either recruitment or retention policies or market forces agreements with unions.

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<sup>6</sup> HE/22/07

<sup>7</sup> <http://www.amicustheunion.org/pdf/1176796034234.pdf>

How institutions will bridge this skill gap is a real worry for the future. One way that HEI's currently are adopting in technical areas is by the use of temporary postgraduate students. Unite believes this is not only short sighted but a waste of graduate education as a short term palliative. Government and funding councils please take note!

The harmonisation process generally has been to the benefit of staff. The early implementers faring better than those coming after. However there are a few institutions that refuse to move towards sector norms. This also ignores not only the 35 hour week policy of the support staff unions but also the obvious detrimental recruitment attractiveness impact that will put further pressure on skill retention.

HEI's are not only competing for labour within the public sector but also with private industry. The use of flexibility on hours has been a feature of private employers benefit packages for a long time now. It is also necessary in order to achieve an equality balanced workforce. The days of long hours and low pay are no longer attractive to much of the skilled and better educated workers. That message seems to be taking a long time to get through to HEI's human resource directors.

Finally on the actual benefits of the job evaluation process in terms of pay uplift the Unite survey shows in general the majority of staff grades to which we have evidence are showing that staff have either remained the same or show an improvement.

There are some areas of concern.

The survey returns for the skilled and craft grades is not as complete as other areas. From anecdotal evidence Unite believes that a number of HEI's have "blue circled" these staff meaning they have not yet been evaluated and are awaiting proper evaluation. Whether this is due to the aforementioned market or retention issues we can only speculate at present.

In some old technical areas (grades F, G, and H) there appears to be some distortion. The splitting of the old F grade technician grade in many HEI's is showing some who have not been better treated and this could indicate old F grades being shoehorned into lower grades and subsequent red circling.

The old H grade also seems to have been disadvantaged. One would have expected movement into academic related areas for these staff but the survey return suggest that in some places that has not been the case. These are the same highly skilled technicians that other research has shown will suffer demographic changes as staff are often in older age groups and little forward planning is evident.

The successes that have been made are a credit to the hard work of Unite's workplace representatives. Unite will continue to engage with this process and work to get the best deal for all higher education members.

**Mike Robinson  
National Officer  
Education Sector**

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The survey and survey report were produced by:

Mike Robinson  
James Lazou  
Vera Titmus  
Fay Carvalho

National Officer  
Research officer  
Administrative support  
Report Production

## Appendix A: Sample

### Union position

Alternatives	Percent	Value
1 Branch secretary	52,9 %	18
2 Workplace representative	29,4 %	10
3 Health & Safety representative	0,0 %	0
4 Learning representative	0,0 %	0
5 Other, please specify	17,6 %	6
Total		34

Other Alternative Answers included: three Branch Chairs, one Group Chair an Assistant Branch Secretary and a Recruitment Officer.

### Region

Alternatives	Percent	Value
1 Eastern	3,1 %	1
2 East Midlands	3,1 %	1
3 Ireland	6,3 %	2
4 London	21,9 %	7
5 North East	6,3 %	2
6 North West	6,3 %	2
7 Scotland	12,6 %	4
8 South East	15,6 %	5
9 South West	0,0 %	0
10 Wales	6,3 %	2
11 West Midlands	6,3 %	2
12 Yorkshire & Humberside	12,6 %	4
Total		32

### Higher Education Institutions

Birkbeck College	Swansea University
Brunel University	University of Soton
Cambridge University	University College London
Canterbury Christ Church University	University of St Andrews
Durham University	University of Bradford
Glasgow school of art	University of Dundee
Imperial College	University of East London
John Moores Liverpool	University of Hull
Keele University	University of Reading
King's College London	University of Southampton
Lancaster University	University of Stirling
Leeds University	University of Sussex
Newcastle University	University of Ulster
Nottingham University	University of Wales Aberystwyth
Queen's University, Ulster	University of Warwick
Royal College of Art	University of York

## Appendix B: Harmonisations

### ANNUAL LEAVE

Institution	Admin/clerical staff		Technicians		Manual grades		Academic-related staff	
	Annual Leave before	Annual leave after	Annual Leave before	Annual leave after	Annual Leave before	Annual leave after	Annual Leave before	Annual leave after
Birkbeck College	25 days	25 days	25 days	25 days	25 days	25 days	25 days	25 days
Brunel University	21 days	as above	21 days	as above	21 days	as above	30 days	as above
Cambridge	28 days		28 days		28 days		non defined	
Canterbury Christ Church University							27	30
Durham university	25 days	27 days	25 days	27 days	25 days	27 days	30	30 days grade 7-9
Glasgow School of Art	29	30	29	30	29	30	35	35
Imperial College	23 days	25 days	25 days	25 days	23 days	25 days	25 days	25 days
John Moores Liverpool	30	30	30	30	30	30	negotiated	negotiated
Lancaster University	26 days	26 days	26 days	26 days	22 days	26 days	31	31
Leeds University		25 days		25 days		25 days		

Institution	Admin/clerical staff		Technicians		Manual grades		Academic-related staff	
	Annual Leave before	Annual leave after	Annual Leave before	Annual leave after	Annual Leave before	Annual leave after	Annual Leave before	Annual leave after
Newcastle University	23 days	27 days	23 days	27 days	23 days	27 days	23 days	27 days
Nottingham University	22-24		24 days		21-24		30	
Queen's Belfast	42 days in total	42 days in total	41 days in total	42 days in total	varied around 39 in total	42 days in total	42 days in total	42 days in total
Royal College of Art	20 - 25 days depending on position and length of service	25 days	25 days	25 days	20 days	25 days	20 - 25 days depending on position and length of service	25 days
University of Soton	24 days		22 days		22 days		30	30
University College London	20 days plus service based	27 days	25 days	27 days	20 days	27 days	25 days	27 days
University of St. Andrews	30	32	29	32	30	32	33	33
University of Bradford	20 days 25 after 5 years		20 days 25 after 5years		20 days 25 after 5 years		between 25 and 35 days	
University of Dundee	34-37 total	34-37 total	34-37 total	34-37 total	24 days	34-37 total	39 Nominal	39 Nominal

Institution	Admin/clerical staff		Technicians		Manual grades		Academic-related staff	
	Annual Leave before	Annual leave after	Annual Leave before	Annual leave after	Annual Leave before	Annual leave after	Annual Leave before	Annual leave after
University of east London	25 + 3 days long service	25 + 5 days long service	25 + 3 days long service	25 + 5 days long service	25 + 3 days long service	25 + 5 days long service		
University of Hull		25 days	23 days	25 days		25 days		25 days
University of Reading		25 days		25 days		25 days	0	26 days
University of Southampton	22 days	24 days	22 days	25 days	22 days	24 days	25 days	30 days leave
University of Stirling	22 days	Grades 1-5 25 days, grades 6-10 30 days	22 days	grades 1-5 25 days, grades 6-10 30 days	22 days	grades 1-5 25 days, grades 6-10 30 days	25 days	grades 1-5 25 days, grades 6-10 30 days
University of Sussex	University closure days +20 plus 3 days after 5, 7, 9 years. Grade 1 + Notional	Same as before but long service leave after 3,4,5 years	20 days + 3 days after 5,7,9 years closure days		20 days + University Closure	Same as before	Not defined	Same as before
University of Ulster	30	30	30	30	27	30	30	30
University of Wales Aberystwyth	25 days	27 days	25 days	27 days	25 days	27 days	27 days	27 days
University of Warwick	23 days	Not Agreed Yet	23 days	Not Agreed Yet	23 days	Not Agreed Yet	23 days	Not Agreed Yet
University of York	24 days	25 days	25 days	25 days	24 days	25 days	24 days	25 days

## WORKING WEEK

Institution	Admin/clerical staff		Technicians		Manual grades		Academic-related staff	
	Working week before harmonisation	Working week after harmonisation	Working week before harmonisation	Working week after harmonisation	Working week before harmonisation	Working week after harmonisation	Working week before harmonisation	Working week after harmonisation
Birkbeck College	35 hours	35 hours	37 hours	35 hours	40	35 hours	40	35 hours
Brunel University	35 hours	35 hours	35 hours	35 hours	38 hours	35 hours	35 hours	35 hours
Cambridge	36.5 hours	36.5 hours	37.5 hours	36.5 hours	40	36.5 hours	no defined hours	non defined
Canterbury Christ Church University		37 hours		37 hours		37 hours		37 hours
Durham university	35 hours	35 hours	37 hours	35 hours	37.5 hours	35 hours	not sure	35 hours
Glasgow School of Art	35 hours	35 hours	35 hours	35 hours	37 hours	35 hours	35 hours	35 hours
Imperial College	35 hours	35 hours	37 hours	35 hours	38 hours	35 hours	35 hours	35 hours
John Moores Liverpool			35 hours					
Lancaster University	36.5 hours	36.5 hours	37 hours	36.5 hours	38.5 hours	36.5 hours	Not specified	36.5 hours

	Admin/clerical staff		Technicians		Manual grades		Academic-related staff	
Institution	Working week before harmonisation	Working week after harmonisation	Working week before harmonisation	Working week after harmonisation	Working week before harmonisation	Working week after harmonisation	Working week before harmonisation	Working week after harmonisation
Leeds University	36.5 hours		37 hours		37 hours		no fixed hours	
Newcastle University	36 hours	37 hours	37 hours	37 hours	38 hours	37 hours	37 hours	37 hours
Nottingham University	Varies between 35-36.5		37 hours		37 hours		35 hours	
Queen's Belfast	36.5 hours	37 hours	37 hours	37 hours	38 hours	37 hours	No fixed hours	No fixed hours all grades above 5
Royal College of Art	35 hours	35	35	35	37	35	35	35
University of Soton	Varies with grade		Varies with grade					
University College London	35 hours	36.5 hours	37 hours	36.5 hours	38 hours	36.5 hours	35 hours	36.5 hours
University of St. Andrews	37.5 hours	36.25	37.5 hours	36.25	38.5 hours	36.25	37.5 hours	36.25
University of Bradford	36.25	36.25	37.5 hours	36.25	38 hours	36.25		36.25
University of Dundee	36.25	36.25	37 hours	36.25	39	36.25	No fixed hrs Nominal 39	No fixed Hrs Nominal 39

	Admin/clerical staff		Technicians		Manual grades		Academic-related staff	
Institution	Working week before harmonisation	Working week after harmonisation	Working week before harmonisation	Working week after harmonisation	Working week before harmonisation	Working week after harmonisation	Working week before harmonisation	Working week after harmonisation
University of East London	35 hours	35 hours	35 hours	35 hours	39	35 hours		
University of Hull	37	36.5 hours	36.5 hours	36.5 hours	37.5 hours	36.5 hours	Other, please specify	36.5 hours
University of Reading	35 hours	36 hours	37 hours	36 hours	37 hours	36 hours	37 hours	36 hours
University of Southampton	36.5 hours	35 hours	37 hours	35 hours	38 hours	35.5 hours	No fixed hours	no fixed hours
University of Stirling	35 hours	Grades 1-5 35 hours grades 6-10 undefined	37 hours	Grades 1-5 35 hours grades 6-10 undefined	38.5 hours	Grades 1-5 35 hours grades 6-10 undefined	undefined	Grades 1-5 35 hours grades 6-10 undefined
University of Sussex	36.5 hours	36.5 hours	37 hours	36.5 hours	38 hours	36.5 hours	Notional 37.5 hr week	Grade 7 and above notional week of 37.5 hr
University of Ulster	36.5 hours	still negotiating	37 hours	still negotiating	37 hours	still negotiating	35 hours	still negotiating
University of Wales Aberystwyth	36.5 hours	36.5 hours	37 hours	36.5 hours	38 hours	36.5 hours	36.5 hours	36.5 hours
University of Warwick	37 hours	36.5 hours	37 hours	36.5 hours	36.5 hours	36.5 hours	37 hours	36.5 hours
University of York	36.5 hours	37 hours	37 hours	37 hours	38 hours	37 hours	37.5 hours	37 hours

## OVERTIME

	Admin/clerical staff		Manual grades		Technicians		Academic-related staff	
Institution	Over time before	Over time after	Over time before	Over time after	Over time before	Over time after	Over time before	Over time after
Birkbeck College	Time off in lieu	ongoing	Toil and Overtime	ongoing	TOLL and overtime	ongoing	Time off in lieu	ongoing
Brunel University	1.5x	1.5x	1.5x	1.5x	1.5x	1.5x	Time off in lieu	Time off in lieu
Cambridge	1.5x		1.5x		1.5x		none	
Durham University	1.5x	1.5x	1.5x	1.5x	1.5x	1.5x	not sure	Overtime not applicable at grades7-9
Glasgow School of Art	Time off in lieu	Time off in lieu	2x	2x	Time off in lieu	Time off in lieu	Time off in lieu	Time off in lieu
Imperial College	1.5 + 2x weekend	TOLL or 1.5x	1.5 + 2x weekend	TOLL or 1.5x	1.5 + 2x weekend	TOLL or 1.5x	Time off in lieu	TOLL or 1.5x
John Moores Liverpool	don't know	don't know	1.5x	don't know	1.5x	Time off in lieu	don't know	don't know
Lancaster University	Time off in lieu	1.5x	1.5x	1.5x	1.5x	1.5x	Time off in lieu	Time off in lieu
Nottingham University	Only below level 2		1.5x		1.5x		None, part of job	
Queen's Belfast	Time off in lieu	Time off in lieu	1.5x	1.5x	1.5x	1.5x	Time off in lieu	Time off in lieu
Royal College of Art	TOLL is subject to very local arrangements	TOLL is subject to very local arrangements	TOLL is subject to very local arrangements	TOLL is subject to very local arrangements	TOLL is subject to very local arrangements	TOLL is subject to very local arrangements	TOLL is subject to very local arrangements	TOLL is subject to very local arrangements

	Admin/clerical staff		Technicians		Manual grades		Academic-related staff	
Institution	Working week before harmonisation	Working week after harmonisation	Working week before harmonisation	Working week after harmonisation	Working week before harmonisation	Working week after harmonisation	Working week before harmonisation	Working week after harmonisation
University of Soton	Time off in lieu	Time off in lieu	Varies with grade	Varies with grade	Varies with grade	Varies with grade	Time off in lieu	Time off in lieu
University College London	TOIL mostly, but if paid depended on day	Depends on day; Grade 7+ TOIL	Depended on day	Depends on day	TOIL mostly, but if paid depended on day	Depends on day; Grade 7+ TOIL	TOIL mostly, but if paid depended on day	Depends on day; Grade 7+ TOIL
University of St. Andrews	Time off in lieu	1.5x	1.5x	1.5x	Time off in lieu	1.5x	Time off in lieu	1.5x
University of Bradford	1.5x	1.5x	1.5x	1.5x	1.5x	1.5x	Time off in lieu	Time off in lieu
University of Dundee	Time off in lieu	Time off in lieu	1.5x	1.5x	Time off in lieu	Time off in lieu	Time off in lieu	Time off in lieu
University of East London	1.5x	1.5x	1.5x	1.5x	1.5x	1.5x		
University of Reading	Time off in lieu	Time off in lieu	1.5x	1.25x	Time off in lieu	Time off in lieu	none	none
University of Southampton	Time off in lieu	Time off in lieu	1.5x	1.5x	Time off in lieu	Time off in lieu	no overtime	no overtime
University of Stirling	1.5x	grades 1-5 1.5x, grades 6-10 none	1.5x	grades 1-5 1.5x, grades 6-10 none	1.5x	grades 1-5 1.5x, grades 6-10 none	none	grades 1-5 1.5x, grades 6-10 none
University of Sussex	1.5x	1.5x	Many variations	1.5x	1.25x	1.5x	None	None also applies to all staff Grade 7+
University of Ulster	combination of those given	still in negotiation	combination of those given	still in negotiation	combination of those given	still in negotiation	combination of those given	still in negotiation
University of Warwick	1.5x	Not Agreed Yet	1.5x	Not Agreed Yet	1.5x	Not Agreed Yet	1.5x	Not Agreed Yet
University of York	1.5x	1.5x	1.5x	1.5x	1.5x	1.5x	0	1.5x

## Appendix C: St Andrews Assimilation Principles

### Agreement reached on Assimilation Principles for new 52 point scale between University of St Andrews, UCU, AMICUS and UNISON

The following are the mechanisms in accordance with which all staff, excluding Trades staff\*, will transfer to the new 52 point scale which is attached as Appendix A.

\*Trades staff will be assimilated to the new pay structure no later than 1 October 2006 on the completion of role analysis and local negotiation regarding current conditions and pay elements. Any change will be backdated to 1 August 2006.

#### 1 August 2006

The following process will be followed in moving staff from their current salary to the new 52 point salary scale:

**Step 1** – apply increment (where applicable) #

**Step 2** – assimilate to new point on new grade on new scale ##

**Step 3** – apply pay settlement to the new salary structure

# All incremental dates have been harmonised to 1 August, commencing 1 August 2006.

## Staff will be assimilated to their appropriate grade as set out in Appendix B. Staff will then be matched to a point on their appropriate grade representing no less salary than they would have received on their former scale on 1 August 2006.

#### White Circling – no detriment

The aim of assimilation is to ensure that current members of staff receive no less money than they would have at any time received given their present grade and salary point. As a result of this, specific colleagues will be guaranteed a trajectory which skips certain incremental points to ensure no detriment.

Personal protection points will be used to ensure no detriment to current members of staff as a result of the new pay structure. Personal protection points, which will be maintained until the member of staff moves to a higher grade or leaves the post, will be applied to the following:-

- Staff who, as a result of the new pay structure, find that their current salary expectations are no longer met because their grade does not extend to as

high a salary level as their current grade will move, at the appropriate time, to a protection point which at least meets their present salary expectations.

- Staff who match across to a shaded area of the salary scale (the contribution points) will use the appropriate contribution point as a personal protection point.

Staff who are currently on a discretionary point who assimilate to a non-discretionary point on their new grade without being green-circled will have their present relative position recognised since when they reach the top of their new grade, they will proceed to the first contribution point on that grade.

Staff who are currently on a discretionary point who will see no immediate or future increase in consequence of assimilation will be moved to an appropriate protection point on the new scale with effect from 1 August 2006. For example:

- CG3 19\*, RND 19\*, TG 16\* will assimilate to a protection point equal in value to point 17
- RNG 20\*, RND 20\*, CG3 20\* will assimilate to a protection point equal in value to point 18
- AO2, ALC 2 point 15\* will assimilate to a protection point equal in value to point 39

### **Red Circling**

- The protection/adjustment period will be **three years** as from 1 August 2006 and, during this time, the role holder will receive the increment due on 1 August 2006 and annual *cost of living increases*. Red-circled role holders **will not** receive annual increments after 1 August 2006. During this three-year period, the role holder will be given the opportunity to adjust their role (if this is possible), and/or they will be given the opportunity\* to move to a post at the higher grade if an appropriate one becomes available. At the end of the three-year protection period, if no adjustments have been made, the role holder will move to the top of the grade in which they have been placed by evaluation.

\* i.e., individuals in red-circled posts will be short-listed and interviewed for any such posts (as vacancies arise) before any other internal or external applicants. If an individual is deemed not suitable, even with reasonable training support, for the vacant post, justification from the Selection Committee will be provided.

- In the case of a role holder who decides to retire, if they retire four years after they have been initially red-circled (one year after their protection period has ended) the University will ensure that any pension shortfall arising in relation to their salary at the end of the third year of the protection period will be made up.

- A Review Group will be established to monitor the progress of red-circled role holders. The Review Group will comprise the **Director of HR, the member of the Office of the Principal responsible for HR, and a member of the appropriate Trade Union**. When it comes to monitoring role holders who are not members of a Union, the relevant Union member should still form part of the Review Group to monitor these individuals. The remit of the Review Group will be to ensure that each red-circled role holder's needs are being addressed as urgently as possible in a fair, positive and reasonable fashion. Thus, if a situation arises whereby the role holder and their manager come to a difference of opinion, the Review Group will be asked to assist. If there is a realistic opportunity to increase the role, the University will do all it can to support the role holder.

### **Green Circling**

- Role holders who are green-circled will move to the bottom of the appropriate grade as from 1 August 2006.

### **Special Cases**

- All current efficiency bars will disappear under the new pay structure. All jobs will now be role evaluated.
- ALC1 staff will assimilate, on 1 August 2006, from current point 4 to new point 27; from current point 5 to new point 28; and from current point 6 to new point 29 and will, with satisfactory role development, have an expectation of progression to Grade 6.
- ALC3/AO3 staff will assimilate to no lower than point 39 on Grade 7.
- ALC4/AO4 staff will assimilate to Grade 7 with the application of the protection mechanisms detailed above.
- Lecturer A staff will assimilate to Grade 7.

### **Hourly Pay**

- A significant exercise aimed at redefining the conditions and remuneration of hourly-paid staff will be completed by the end of August 2007 and will take into account the need for the establishment of a comprehensive rate calculated upon the basis of achieving the objective of equal pay for work of equal value.

### **Contribution-related Pay**

- It has been agreed that a Contribution Related Pay Scheme will be agreed for implementation on 1 August 2008. Mechanisms associated with this

new pay scheme will, therefore, have to be introduced sufficiently prior to that date.

### **Length of scales**

- Only one of the University's new grades contains more than six incremental steps. This exceptional decision has been taken in relation to Grade 7 specifically to recognise the significant experience and expertise that staff will develop in this grade which is, for example, the starting grade for a Lecturer at St Andrews and the only grade which that Lecturer will inhabit in advance of his/her promotion, on the basis of merit and the scale/scope of his/her role, to the status of Senior Lecturer, Reader and/or Professor.

## Appendix B

<b>CLERICAL</b>	<b>MAP TO</b>	<b>NEW SALARY RANGE</b>
CG1	Grade 1	11060 – 11703
CG2	Grade 2	12335 – 14192
CG3	Grade 3	14618 – 16946
CG4	Grade 4	17454 – 20235
CG5	Grade 5	20842 – 24886
CG6	Grade 5	20842 – 24886

<b>TECHNICAL</b>	<b>MAP TO</b>	<b>NEW SALARY RANGE</b>
TGA	Grade 2	12335 – 14192
TGB	Grade 2	12335 – 14192
TGC	Grade 3	14618 – 16946
TGD	Grade 4	17454 – 20235
TGE	Grade 5	20842 – 24886
TGF	Grade 6	25633 – 30607
TGG	Grade 6	25633 – 30607
TGH	Grade 6	25633 – 30607
TGI	Grade 7	31525 – 38772

<b>ALC</b>	<b>MAP TO</b>	<b>NEW SALARY RANGE</b>
AA1	Grade 5	20842 – 24886
AA2	Grade 6	25633 – 30607
AA3	Grade 7	31525 – 38772
AA4*	Grade 7	31525 – 38772
AA5	Grade 8	39935 – 44947
AA6	Grade 9	47685 +

<b>OTHER RELATED</b>	<b>MAP TO</b>	<b>NEW SALARY RANGE</b>
AO1	Grade 5	20842 – 24886
AO2	Grade 6	25633 – 30607
AO3	Grade 7	31525 – 38772
AO4*	Grade 7	31525 – 38772
AO5	Grade 8	39935 – 44947
AO6	Grade 9	47685 +

<b>RESEARCH</b>	<b>MAP TO</b>	<b>NEW SALARY RANGE</b>
ARB	Grade 5	20842 – 24886
ARA	Grade 6	25633 – 30607
AR2	Grade 7	31525 – 38772
AR3	Grade 8	39935 – 44947
AR4	Grade 9	47685 +

<b>ACADEMIC</b>	<b>MAP TO</b>	<b>NEW SALARY RANGE</b>
ALB	Grade 7	31525 – 38772
ALS / ALR	Grade 8	39935 – 44947
ALX	Grade 9	47685 +

**Appendix B (continued)**

<b>MANUAL</b>	<b>MAP TO</b>	<b>NEW SALARY RANGE</b>
MC1	Grade 1	<b>11060 – 11703</b>
MC2	Grade 1	<b>11060 – 11703</b>
MC3	Grade 2	<b>12335 – 14192</b>
MC4	Grade 2	<b>12335 – 14192</b>

<b>RESIDENCE MANAGER</b>	<b>MAP TO</b>	<b>NEW SALARY RANGE</b>
RSA	Grade 4	<b>17454 – 20235</b>
RSB	Grade 4	<b>17454 – 20235</b>
RSC	Grade 5	<b>20842 – 24886</b>
RSD	Grade 5	<b>20842 – 24886</b>
RSE	Grade 6	<b>25633 – 30607</b>

<b>CHEFS (Non Res)</b>	<b>MAP TO</b>	<b>NEW SALARY RANGE</b>
RNB	Grade 2	<b>12335 – 14192</b>
RNC	Grade 3	<b>14618 – 16946</b>
RND	Grade 3	<b>14618 – 16946</b>

<b>RESIDENT SENIOR STAFF</b>	<b>MAP TO</b>	<b>NEW SALARY RANGE</b>
RNE	Grade 2	<b>12335 – 14192</b>
RNF	Grade 3	<b>14618 – 16946</b>
RNG	Grade 3	<b>14618 – 16946</b>
RNH	Grade 4	<b>17454 – 20235</b>

\* **AA4 & AO4: Assimilation principles particular to these grades are outlined in the 'Special Cases' section of the main document.**

## Appendix D: Canterbury and Christ Church University College Support Staff Assimilation Scale

<b>SUPPORT STAFF</b>		<b>Projected FTE for 1 August 2006</b>				
	<b>Current SP</b>	<b>Current Salary</b>	<b>FTE</b>	<b>Total</b>	<b>New Grade</b>	<b>New Salary</b>
	<b>Grade 1</b>					
Current Min	Point 4	10940	0.00	0	Grade A	11060
	Point 5	11307	7.67	86724.69	Grade A	11377
	Point 6	11761	59.00	693899	Grade A	11989
	Point 7	12262	8.64	105943.68	Grade A	12335
	Point 8	12730	3.54	45064.2	Grade A Protected/Contribution Point	13009
	Point 9	13220	1.50	19830	Grade A Protected Point	13387
Current Max	Point 10	13942	20.00	278840	Grade A Protected Point	14191
	<b>Grade 2</b>					
Current Min	Point 11	13942	8.38	116833.96	Grade B	14191
	Point 12	14144	1.62	22913.28	Grade B	14191
Current Max	Point 13	14461	46.00	665206	Grade B Protected/Contribution Point	14617
	<b>Grade 3</b>					
Current Min	Point 14	14776	6.00	88656	Grade C	15056
	Point 15	15194	7.45	113195.3	Grade C	15507
	Point 16	15593	9.99	155774.07	Grade C	15973
Current Max	Point 17	15779	125.34	1977739.86	Grade C	15973
	<b>Grade 4</b>					
Current Min	Point 18	16170	1.50	24255	Grade D	16452
	Point 19	16704	3.00	50112	Grade D	16945
	Point 20	17276	13.55	234089.8	Grade D	17454
Current Max	Point 21	17977	62.12	1116731.24	Grade D	17977
	<b>Grade 5</b>					
Current Min	Point 22	18509	2.00	37018	Grade E	18517
	Point 23	19093	1.24	23675.32	Grade E	19093
	Point 24	19622	6.00	117732	Grade E	19645
Current Max	Point 25	20202	41.00	828282	Grade E	20234
	<b>Grade 6</b>					
Current Min	Point 26	20833	2.00	41666	Grade F	20842
	Point 27	21536	1.50	32304	Grade F	22111
Current Max	Point 28	22289	19.31	430400.59	Grade F	22774
	<b>SO1</b>					
Current Min	Point 29	23182	8.00	185456	Grade G	23457
	Point 30	24099	0.00	0	Grade G	24160
Current Max	Point 31	24821	17.81	442062.01	Grade G	24885
	<b>SO2</b>					

Current Min	Point 32	25565	2.50	63912.5	Grade H	25632
	Point 33	26195	2.50	65487.5	Grade H	26401
Current Max	Point 34	27117	34.18	926859.06	Grade H	27193
	<b>PO - spot points</b>					
	Point 35	27471	3.00	82413	Grade I	28009
	Point 36	28212	1.61	45421.32	Grade I	28849
	Point 37	29211	1.91	55793.01	Grade I	29715
	Point 38	30002	10.20	306020.4	Grade J	30606
	Point 39	30840	0.80	24672	Grade J	31525
	Point 40	31661	1.70	53823.7	Grade J	32490
	Point 41	32490	2.00	64980	Grade J	32490
	Point 42	33335	4.00	133340	Grade J	33445
	Point 43	34258	2.50	85645	Grade K	34448
	Point 44	35254	0.00	0	Grade K	35481
	Point 45	35801	3.00	107403	Grade K	36546
	Point 46	36959	0.00	0	Grade K	37642
	Point 47	37521	0.00	0	Grade K	37642
	Point 48	38343	0.00	0	Grade L	38772
	Point 49	39286	1.80	70714.8	Grade L	39935
	<b>Total</b>	<b>1051885</b>	<b>556</b>	<b>10,020,889</b>		<b>1064223</b>

\* 10 FTE on current spt 4-6 are incremental, all others are on spot point, therefore 10 eligible for protection to point 10

NI / pension on costs not included in calculations

**Assimilation August  
2006**

	<b>New Point</b>	<b>New Salary</b>	<b>FTE</b>	<b>Total</b>
	<b>A</b>	<b>175-201</b>		
New Min	Point 1	11060	0.00	0
	Point 2	11377	7.67	87261.59
	Point 3	11703	0	0
New Max	Point 4	11989	59.00	707351
	Point 5	12335	8.64	106574.4
	Protected/Contribution Point 6	12692	0	0
	Protected/Contribution Point 7	13009	3.54	46051.86
	Protected Point 8	13387	1.50	20080.5
	Protected Point 9	13778	0.00	0
	Protected Point 10	14191	20	283820
	<b>B</b>	<b>202-220</b>		
New Min	Point 6	12692	0	0
	Point 7	13009	0	0
	Point 8	13387	0	0
	Point 9	13778	0	0
New Max	Point 10	14191	10.00	141910
	Protected / Contribution Point 11	14617	46	672382

	Contribution Point 12	15056	0	0
	<b>C</b>	<b>221-240</b>		
New Min	Point 11	14617	0.00	0
	Point 12	15056	6.00	90336
	Point 13	15507	7.45	115527.15
New Max	Point 14	15973	135.33	2161626.09
	Contribution Point 15	16452		
	Contribution Point 16	16945		
	<b>D</b>	<b>241-270</b>		
New Min	Point 15	16452	1.50	24678
	Point 16	16945	3.00	50835
	Point 17	17454	13.55	236501.7
New Max	Point 18	17977	62.12	1116731.24
	Contribution Point 19	18517		
	Contribution Point 20	19093		
	<b>E</b>	<b>271-300</b>		
New Min	Point 19	18517	2.00	37034
	Point 20	19093	1.24	23675.32
	Point 21	19645	6.00	117870
New Max	Point 22	20234	41.00	829594
	Contribution Point 23	20842		
	Contribution Point 24	21467		
	<b>F</b>	<b>301-350</b>		
New Min	Point 23	20842	2.00	41684
	Point 24	21467	0.00	0
	Point 25	22111	1.50	33166.5
New Max	Point 26	22774	19.31	439765.94
	Contribution Point 27	23457		
	Contribution Point 28	24160		
	<b>G</b>	<b>351-400</b>		
New Min	Point 27	23457	8.00	187656
	Point 28	24160	0.00	0
New Max	Point 29	24885	17.81	443201.85
	Contribution Point 30	25632		
	Contribution Point 31	26401		
	<b>H</b>	<b>401-440</b>		
New Min	Point 30	25632	2.50	64080
	Point 31	26401	2.50	66002.5
New Max	Point 32	27193	34.18	929456.74
	Contribution Point 33	28009		
	Contribution Point 34	28849		
	<b>I</b>	<b>441-480</b>		
New	Point 33	28009	3.00	84027

Min				
	Point 34	28849	1.61	46446.89
New Max	Point 35	29715	1.91	56755.65
	Contribution Point 36	30606		
	Contribution Point 37	31525		
	<b>J</b>	<b>481-530</b>		
New Min	Point 36	30606	10.20	312181.2
	Point 37	31525	0.80	25220
	Point 38	32490	3.70	120213
New Max	Point 39	33445	4.00	133780
	Contribution Point 40	34448		
	Contribution Point 41	35481		
	<b>K</b>	<b>531-580</b>		
New Min	Point 40	34448	2.50	86120
	Point 41	35481	0.00	0
	Point 42	36546	3.00	109638
New Max	Point 43	37642	0.00	0
	Contribution Point 44	38772		
	Contribution Point 45	39935		
	<b>L</b>	<b>581-640</b>		
New Min	Point 44	38772	0.00	
	Point 45	39935	1.8	71883
New Max	Point 46	41133	0	
	Contribution Point 47	42366	0	
	Contribution Point 48	43638	0	
	<b>M</b>	<b>641-700</b>		
New Min	Point 47	42366	0	
	Point 48	43638	0	
New Max	Point 49	44947	0	
	Contribution Point 50	46295	0	
	Contribution Point 51	47684	0	

**Total**                    **10,121,118**  
**Assimilation cost**  
**1%**