UNIVERSITY OF LONDON

IMPLEMENTATION OF THE FRAMEWORK AGREEMENT FOR THE MODERNISATION OF PAY AND GRADING STRUCTURES

Introduction

This document sets out the University of London’s proposals for implementing the Framework Agreement, along with the Memorandum of Understanding agreed with AUT. It has been reached after lengthy discussions with AUT and UNISON locally.

The University wishes to implement the Framework Agreement in partnership with the trades unions on the basis that it offers:

- improvements in remuneration for many staff and a guarantee of no detriment for all
- The basis for the achievement of equal pay for work of equal value
- The scope to work within a national pay framework that is agreed by all the trades unions, with the consequent benefits for working conditions through harmonisation initiatives.

The University acknowledges:

- 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
- the need to modernise pay arrangements to:
  o ensure equal pay for work of equal value,
  o promote and implement good practice,
  o ensure fairness and consistency of approach and application
  o ensure transparency in reward processes
  o improve recruitment and retention
  o ensure the University’s ability to compete in the market
  o recognise and reward individual contribution.

In order to achieve this the University is committed to implementing new pay and grading arrangements which are fair, equitable, transparent and robust, and which enable the recruitment, retention and motivation of high-calibre staff.

The aim of the local Agreement is to find a positive way of delivering real salary improvements for staff which are in accordance with the National Framework Agreement, are affordable to the University and do not cause reductions in staffing levels.

UV1
8 February 2006
Role Analysis

The University has worked with AUT and UNISON to develop generic role profiles for the new grades which are based on the pilot work carried out in 2004 by joint university and trade union panels on a representative sample of a range of jobs at all levels. The role profiles take account of the work done at a national level to develop a library of job profiles for the sector. The university’s generic role profiles are attached at Annex A.

The 51 Point Pay Spine

The National Agreement features a spine point with 51 points. Along with a number of other institutions we have extended the spine, here by a further 3 points to accommodate a discretionary range.

Grading Structure

The University has developed a grading structure (Annex B) mapped on to the national 51 point single spine based on the results of the 2004 pilot work. The structure features:

- Target rates which are set no lower than the current normal maximum (or the highest automatic discretionary maximum where this applies)
- A discretionary range at each level above the target rate, giving all staff the opportunity to progress beyond the target rate, based on performance.

The new grading structure and arrangements will apply to all staff. Professorial and ALC6 staff remain outside the national payspine.

Assimilation of Current Staff

The University has undertaken benchmark evaluations of representative jobs and using the results of this exercise staff will be assimilated on the basis that the current grading structure maps onto the new grades and the national 51 point pay spine. The proposed assimilation arrangements on to the national 51 point pay spine for each current grade are set out at Annex C.

Assimilation to the new pay scale will be backdated to 1 August 2005.

Appeals

Annex D sets out the Appeals procedure for staff that have concerns about the outcome of the assimilation process.
Pay Protection

If staff occupy jobs which do not meet the local generic role profile that relates to their current pay then either the responsibilities of the post will be increased, or the individual will be transferred to a post at a higher grade if one is available; or if neither of these is possible they will be assimilated to the nearest point on the new pay spine equal to or immediately above their current pay and the following principles of pay protection will apply:

1. their pay will be frozen at the assimilation point on the new pay spine;
2. the individual will continue at that rate of pay on a protected basis for three years, while receiving the full benefit of any annual cost of living pay award during this period;
3. a range of training and development opportunities will be offered to maximise the chances of an agreed move into a post at a higher grade;
4. at the end of three years the rate of pay will be reduced to the highest point below the target rate on the pay range appropriate for the post.

These arrangements will not apply to current ALC4 staff whose position is dealt with below.

Progression Arrangements including “No Detriment” Principle

The proposed arrangements on progression to meet the "No Detriment" Principle are set out at Annex E

Annual Progression

Staff will progress as now by annual increments to the target rate for their Level.

Progression through Personal Contribution

Arrangements for discretionary pay including accelerated progression, honorariums and progress into the discretionary ranges are set out in Annex F.

ALC4 Grade

Under the new structure there is no separate equivalent grade to the current ALC4 grade. Instead these jobs will assimilate to pay points which fall within the new level 8. Staff currently graded ALC 4 will have a retained right to progress to point 46, a point equivalent to the current ALC4 maximum, in the same period of time as at present and will retain the right to remain on that equivalent point. All
current ALC4 jobs will be reviewed within four months of the implementation of this agreement to determine their job weight. Any which are found to fall properly into the level 9 range will be assimilated at that level.

**Hours**

The National Agreement requires institutions to harmonise the length of a standard working week for all staff within a particular grade. The majority of our staff are already engaged under contracts with a standard working week of 35 hours. The standard contracted hours for some manual staff are longer at present and these will be changed to 35 hours with effect from 1 August 2005.

**Conclusions**

The University believes strongly that this agreement is fair, positive and forward-looking. It will benefit staff members in a number of ways:

- through more transparent and robust reward structures;
- through increased salaries for many staff at the time of assimilation to the new spine, and a guarantee of no detriment for all;
- through greater opportunities for progression and promotion to reward contribution and role development.

The new arrangements will be implemented with effect from 1st August 2005. Thereafter there will be annual reviews of the new arrangements, beginning in August 2006.
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ANNEX A

GENERIC ROLE PROFILES

NON ACADEMIC

LEVEL 1

Job Summary:

Roles at this level involve providing services in support of students and staff often as part of a team engaged in the same tasks. These tasks and routines are generally straightforward and repetitive and are closely supervised.

The range of tasks for each role is typically narrow and specified by the routine or detailed instructions. Consequently there is little or no need to plan or prioritise work. As the tasks are focused and specific, there is little need for the job holder to have more than a basic understanding of work activities going on in related teams.

Jobs are reactive to simple instructions and highly repetitive routines where very short timescales are involved – minutes to hours. Very few challenges are faced and for each, the choice of solution is obvious based on having learned the routine.

Work examples include:

- Level 1a: Cleaning, kitchen portering, kitchen assistant;
- Level 1b: Desk porter (Halls of Residence), retail assistants;
- Level 1c: Assistant chef, attendant messenger.

At levels 1(d) and 1(e), jobs will involve some limited forward planning. The same range of tasks will be performed each day and some thought may be required to alter the sequence in order to respond to changing requirements. Work examples include:

- Level 1d: Chef supervisor;
- Level 1e: Telephone Callers, Library shelvers.
Knowledge, Skills and Experience

- Understanding of work practices and familiarization with the work environment gained through observation and demonstration over a short period of time.
- Ability to gain basic knowledge about simple equipment and/or machinery.
- Basic familiarity with standard office software packages.
- Basic numeracy and literacy, with potential for further study where appropriate.
- Accuracy and ability to follow instructions.
- Ability to exchange basic information verbally or in writing.
- Manual dexterity (in some roles).
- Basic awareness of Health & Safety. Some knowledge of COSSH regulations may be needed in some roles.
LEVEL 2

Roles at this level will be engaged in prescribed, reactive work performing simple, often repetitive tasks and routines under close supervision. The work is typically to short deadlines, providing courteous and effective service to others. They may involve responding to simple queries, issues or circumstances and referring any unusual or non-routine situations to others. The range of tasks or activities is generally quite narrow and work follows a quite rigid routine. Often, the rigidity of the routine means the work is effectively planned for the job holder.

Work examples include Library Assistant, Junior Assistant Bursar, Floor Assistant, Receptionist (small departments)

Knowledge, Skills and Experience

- Learning gained through on the job training and limited work experience (weeks to months).
- Basic IT skills.
- Basic numeracy and literacy, with potential for further study where appropriate.
- Accuracy and ability to follow instructions.
- Ability to exchange basic information orally or in writing
- Where appropriate, knowledge of simple office equipment, keyboard skills etc.
- Ability to apply relevant health and safety and other University policies and procedures. Some knowledge of COSHH regulations may be needed in some roles.
LEVEL 3

Job Summary

Roles at this level will be engaged in performing a range of simple, routine tasks within basic procedures and under regular supervision. They involve responding to routine queries, issues or circumstances, and referring any unusual or non-routine situations to others. The work is typically within daily deadlines, providing courteous and effective service to others. The range of tasks performed can be quite varied and will therefore require a broader understanding of office/department routines and how the work fits into or supports departmental objectives. As a consequence, some organising of own workload may be required to ensure that the departmental workflow is maintained. However, timescales will still be hour-to-hour and day-to-day and so the nature of planning is essentially about timing and sequencing of assigned tasks – i.e. working out the most effective order in which to carry out particular tasks to make sure the deadline is met. Roles at this level involve providing services in support of students and staff often as part of a team engaged in similar activities.

Knowledge, Skills and Experience

- Learning gained through work experience (up to a year). May include short courses.
- Basic IT skills.
- Numeracy and literacy, with potential for further study where appropriate.
- Accuracy and ability to prioritise tasks within a broader routine.
- Ability to exchange basic information.
- Appropriate knowledge of simple office equipment, keyboard skills etc.
- Basic awareness of the activities of the work section.
- Ability to apply relevant health and safety and other University policies and procedures.
LEVEL 4

Job Summary:

Roles at this level will provide a range of technical and practical skills and carry out tasks as part of a specific service or service team. They draw on some years of learning through formal training and/or experience. There will be a clear specification or brief. The work is within established processes and procedures and while it may not be subject to direct supervision, managerial guidance is readily available. Roles involve: planning and scheduling work; interpretation of instructions and some choice of methods or tools; and accountability for the quality of an end product or service. There may be a requirement to guide and plan the work of others and/or to make efficient use of materials and equipment. The roles require a good working knowledge of systems and processes, and may involve responsibility for a specific area of work from start to finish. This means there will be responsibility for ordering tasks within the agreed schedule and for resolving many problems or queries, although the more complex issues will be referred to others. Work will typically follow an established pattern, with a requirement to run standard procedures, analyses, reports or tests, record information or results to an agreed format etc.

Knowledge, Skills and Experience

- Academic or vocational qualifications (NVQ 2, GCSE Grades A-C/O-Level, City and Guilds or equivalents) plus some work experience in a relevant role.

Or

- Equivalent relevant work experience in the unit or a comparable setting.

Plus

- Working knowledge of relevant systems, equipment, processes and procedures including standard software packages.
- Appreciation of the standards for the conduct and output of the role.
- Ability to communicate clearly orally and in writing.
- Good IT skills
- Numeracy skills (if appropriate).
- Familiarity with work priorities and those of colleagues.
- Basic understanding of relevant policies and procedures, as they affect the role.
- Ability to apply relevant health and safety and other University policies and procedures.
LEVEL 5

Job Summary:

Roles at this level provide technical and practical problem solving, support and services drawing on several years of learning through formal (vocational) training and qualifications and/or through experience. They will provide or contribute to the provision of support services to an agreed quality standard or specification. They involve: planning and scheduling own work and often responsibility for others; the capacity to diagnose what the problem or issue is and how it can be tackled before selecting a solution; and monitoring/reviewing the quality of work. The role may concentrate on the exercise of specialist skills, but there may be a requirement to guide and review the work of others, and to be responsible for materials, equipment and work records. There will be minimum day-to-day supervision, but clear guidance. The roles require an understanding of often complex procedures and support systems, and the ability not only to order the allocated workload but also to react to changing priorities, although most work will follow established patterns. Initiative is needed to handle processes and casework and to resolve problems and queries based on experience and judgment, mainly without reference to others.

Knowledge, Skills and Experience

- Academic or vocational qualifications (NVQ 2, GCSE Grades A-C/O-Level, City and Guilds or equivalents) with some work experience in a relevant role;
- Significant relevant work experience in the unit or a comparable setting.

Plus

- Working knowledge of relevant systems, equipment, processes and procedures including standard software packages.
- Initiative and judgment to resolve many problems independently.
- Good written and/or oral communication skills
- Good numeracy skills (if appropriate).
- Good I.T. skills.
- Familiarity with work priorities and those of colleagues.
- Understanding of relevant policies and procedures, as they affect the role, and the quality standards and outputs required.
- Ability to apply relevant health and safety and other University policies and procedures.
- Where relevant, ability to train/develop and supervise other staff.
LEVEL 6

Job Summary:

Roles at this level either supervise operational services work of some volume or complexity or provide advice and technical input based on practical learning. Supervisory roles will involve scheduling and prioritising the work of the team, allocating tasks and activities and monitoring/checking progress against targets. Planning and organising must also take into account whether the team members have the appropriate skills and whether on-the-job training is required. Whilst there will be some element of motivation, the main thrust of interaction with staff is on the clarification of process and objective. Non-supervisory roles will involve specialist co-ordination of a project or service or similar. This will necessitate working with customers to clarify needs, running a system or service to meet agreed standards and may involve negotiating with suppliers within defined parameters. Dealing with people is an important ingredient, whether they are staff supervised by the jobholder, contractors or customers, and there is often budgetary responsibility or impact. Roles require a detailed understanding of methods, systems, and procedures gained through practical experience and/or formal training. The work involves limited guidance and general instructions from more senior colleagues and requires the exercise of initiative and judgement on how to address and resolve daily problems. Advice given will generally be fact based and rely on previous experience of similar situations. There is discretion to determine short term priorities and, if applicable, priorities of a team of people involved in the same type of work. Contributions include proposing and implementing improvements to current working methods and detailed manipulation of relatively straightforward data and/or research. Role holders will be expected to be developing administrative and, where appropriate, professional experience and expertise.

Knowledge, Skills and Experience

- HNC, A-Level, NVQ 3 or equivalent with a minimum of 3 years relevant experience or a Bachelors Degree with limited work experience.

Or

- Broad vocational experience acquired through a combination of job related vocational training and considerable on-the-job experience, demonstrating development through involvement in a series of progressively more demanding relevant work roles.

Plus

- Comprehensive knowledge and experience of a relevant process or procedure, specialised equipment or software.
• Proven initiative and judgment to resolve day-to-day problems independently or through a support team where appropriate.
• Clear understanding of the standards and regulations set for the conduct and output for the role and/or team.
• Working knowledge of the activities of other areas of the University relevant to the work unit.
• Proven written and oral communication skills.
• Proven I.T. skills
• Proven numeracy skills at an appropriate level for the role.
• Proven supervisory or line management skills (where appropriate).
• Ability to apply relevant health and safety and other University policies and procedures.
**LEVEL 7**

**Job Summary**

Roles at this level either supervise operational services work of volume and/or complexity or provide advice and technical input based on extensive practical learning and some training in professional or scientific concepts and theories. Therefore, they require the reasoned application of methods, systems, and procedures based on a thorough understanding gained through practical experience. Individuals may also have developed some theoretical understanding of these methods, systems and procedures and will analyse and interpret information in order to provide reasoned advice rather than conveying facts. The work involves limited guidance and individual contributors will be autonomous, perhaps acting as a first point of contact for advice and queries from internal customers where the emphasis will be on the provision of deep specialist support on projects or in service delivery. The specialist knowledge will be applied to working with customers or suppliers to shape the project or service and seek service or process improvements. Supervisory roles will be characterised by achieving agreed results, unambiguously through the team. This means that job holders may be responsible for the recruitment, development, performance and appraisal of staff. There is discretion to determine short term priorities and if applicable the priorities of a team of people involved in the same type of work and they may be required to apply this in dealing with queries or issues.

**Knowledge, Skills and Experience**

- HNC, A-Level, NVQ 3 or equivalent with significant relevant experience or a Degree with some relevant work experience.
- Or:
- Broad vocational experience acquired through a combination of job related vocational training and considerable on-the-job experience, demonstrating development through involvement in a series of progressively more demanding relevant work roles.
- Plus
- Broad knowledge and understanding of a range of relevant processes or procedures, specialised equipment or software systems.
- Initiative and judgment to resolve most standard problems independently or through a support team where appropriate.
- Clear understanding of the standards and regulations set for the conduct and output for the role and/or team.
- Working knowledge of the activities of other areas of the University relevant to the work unit.
- Proven written and verbal communication skills.
- Proven I.T. skills
• Proven numeracy skills at an appropriate level for the role.
• Proven supervisory or line management skills (where appropriate).
• Ability to apply relevant health and safety and other University policies and procedures.
LEVEL 8

Job Summary

Roles at this level will be providing advice and support to departments/work units based upon a full understanding of a technical, professional or specialised field. They will plan and ensure progress within established functional procedures and clearly defined University policy. They will be expected to identify gaps in information, and conduct analyses to solve/resolve problems and issues with short-term consequences. They will put forward recommendations on managing more complex situations. Individuals will be responsible for planning and organising their own work or that of a team of colleagues, who may be involved in differing activities within the same departmental or functional remit. There will be a need for liaison and the co-ordination of activities across a number of subsections of a department/University. The work will involve encountering changing priorities and differing situations, but solutions can generally be identified from an understanding and interpretation of precedent in similar situations.

Knowledge, Skills and Experience

- Degree qualified in relevant subject/relevant formal training, or professional qualification with some experience in a similar or related role(s).

Or

- Significant vocational experience, demonstrating development through involvement in a series of progressively more demanding relevant work/roles.

Plus

- Experience of planning and progressing work activities within general guidelines, using initiative and judgment without recourse to seniors.
- Thorough knowledge and understanding of the work practices, processes and procedures relevant to the role, which may include broader sector/commercial awareness.
- Detailed operational knowledge of systems relevant of own field of work in terms of functionality and capability and/or detailed knowledge of own service area and products/services available.
- Clear understanding of the regulations and codes of practice set for the conduct and output of the role.
- Working knowledge of the work and activities of other areas of the university relevant to school/department/work unit.
- May require knowledge of a network of contacts relevant to the work unit.
- Proven analytical and problem solving capability.
- Proven communication and interpersonal skills.
LEVEL 9

Job Summary:

Roles at this level will be professional specialists with high-level expertise, exercising within their particular functional area a substantial degree of independent professional responsibility and discretion, working to broad parameters and policy guidance. Work will include significant professional expertise and/or experience to develop and implement revised or new administrative/technical/professional policies and processes. Individuals will typically be managers of functional areas or senior individual contributors tackling planning and operations over a timescale of a year or years. They will be expected to set quality and professional standards and manage service delivery, and will have significant influence upon the structure and development of their area of activity. The work includes developing and implementing operational plans and contributing to the longer-terms plans for the area to fit with broader functional and university strategy.

Knowledge, Skills and Experience

Either:

• Professionally qualified/relevant degree, plus significant relevant managerial experience or in-depth experience in a specialist area.

Or:

• Extensive vocational experience demonstrating professional development through involvement in a series of progressively more demanding and influential work/roles.
• Experience of managing and developing: (either/or)
  • A significant team or number of teams
  • A significant project or number of projects.
• Experience of working with and influencing senior management.
• Experience of managing and controlling budgets/resources/funding and an understanding of financial management procedures.
• Experience of developing innovative solutions and contributing to strategic planning.
• Highly developed knowledge of the principles, theory and practice of field of work. As well as an awareness of broader developments relevant to own area.
• Well developed knowledge of systems/services for own area and across functions and how they relate to each other.
• Well developed understanding of regulations and procedures and the implications of non-compliance on other staff.
• Strong interpersonal skills including motivational negotiating, influencing and relationship building
ACADEMIC AND RESEARCH

Level 7

Job Summary:

Roles at this level may represent the early stages of an academic career before the individual progresses to Level 8. They may represent a specific set of responsibilities within an established research or teaching programme. There may be a combination of research and teaching with appropriate organising and managing in support of these activities, or a specific focus on teaching or research.

Knowledge, Skills and Experience

- Degree in subject relevant to research or teaching area.
- Practical experience of applying the skills and techniques.
- Expected to acquire PhD and/or teaching qualification, but neither is required at this level.
- Ability to analyse and communicate effectively.

Research

- Fluent in relevant models, techniques and methods and able to develop new ones
- Write up research findings for publication and dissemination

Teaching

- Ability to contribute to design and deliver course materials
LEVEL 8

Job Summary:

Roles at this level are held by individuals experienced in research and/or teaching, often after progression from Level 7. In some cases, their contribution spans research, teaching and leadership or management, although the relative importance of each of these strands will vary from role to role. In other cases, there remains a concentration on either research or teaching. The research has measurable outcomes and is reflected in growing reputation. The teaching involves innovative course design and delivery for all student levels. The contribution to the department through leadership and management may be significant.

Knowledge, Skills and Experience

- Research and teaching experience within subject specialism, supported by relevant qualification (PhD and/or teaching qualification).
- High level analytical capability.
- Skills in counseling and motivating students at all levels.

Research:

- Experience and achievement in chosen field, reflected in growing reputation.
- Present research findings in publications and conference proceedings
- Attract research funding through bids and reputation
- Experience and demonstrated success in planning building a team and delivering research results.
- Experience of developing and devising models, techniques and methods.

Teaching:

- Teaching qualification; membership of ILT or equivalent.
- Ability to design and deliver course materials.
- Experience and demonstrated success in developing methods
- Ability to coach colleagues

Leadership/management:

- Ability to assess and organise resources.
- Understanding of and contribution to broader management processes
- Skills in managing and motivating staff.
- Proven ability to devise advise on and manage learning and research programmes.
LEVEL 9

Job Summary:

Roles at this level commonly reflect extensive professional experience, and may include substantial contributions in research, teaching, leadership and management. There may be a greater depth in one or two of these areas, reflecting a predominant focus on research, on teaching or on leadership/management, though some roles offer an even spread between the three areas. Individuals will have a substantial reputation in their field and make significant impact on the institution and on their discipline. Roles which focus on research will involve an established reputation and a clear record of impact shown for example in substantial and sustained research income.

Knowledge, Skills and Experience

- Extensive research and teaching experience, supported by relevant PhD and teaching qualification.
- High level analytical capability.
- Skills in counseling and motivating students at all levels.

Research:

- Experience and achievement in chosen field, reflected in high reputation in the UK and international recognition
- Publish results of research in articles and/or books which lead to an established reputation in the subject field
- Extensive experience and demonstrated success in planning building a team and delivering research results.
- Extensive experience in the design of programmes, techniques and methods.
- Lead funding bids which develop and sustain research support for the specialist area

Teaching:

- Teaching qualification; membership of ILT or equivalent; considerable subsequent experience.
- Ability to design and deliver learning programmes.
- Extensive experience and demonstrated success in developing methods and coaching colleagues.

Leadership/management:

- Skills in managing and motivating staff.
- Ability to provide effective leadership for groups and activities with substantial impact among peers in the UK and international recognition.
• For research – led roles, proven ability to plan and lead the delivery of research programmes, to develop techniques and sources of funding.
• For teaching-led roles, proven skills in coaching and developing others in best practice techniques
# ANNEX B

**GRADES MAPPED TO PAY SPINE**

Please note that London Allowance of £2134 is payable in addition.

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**Level 9 - Target**

**Level 8 - Target**

**Level 7 - Target**

**Level 6 - Target**

**Level 5 - Target**

**Level 4 - Target**

**Level 3 - Target**

**Level 2 - Target**

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8 February 2006
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<tr>
<td>6</td>
<td>£12,692</td>
<td></td>
<td></td>
<td>Discretionary</td>
</tr>
<tr>
<td>5</td>
<td>£12,335</td>
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<td></td>
<td>Level 1c - Target</td>
</tr>
<tr>
<td>4</td>
<td>£11,989</td>
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<td>Discretionary</td>
</tr>
<tr>
<td>3</td>
<td>£11,703</td>
<td></td>
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<td>Level 1b - Target</td>
</tr>
<tr>
<td>2</td>
<td>£11,377</td>
<td></td>
<td></td>
<td>Discretionary</td>
</tr>
<tr>
<td>1</td>
<td>£11,060</td>
<td></td>
<td></td>
<td>Level 1a - Target</td>
</tr>
</tbody>
</table>
ASSIMILATION ARRANGEMENTS

Staff will assimilate to the point on the new 51 point pay spine which is equal to or immediately above their current pay subject to the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Assimilation Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer A</td>
<td>33</td>
</tr>
<tr>
<td>Lecturer B</td>
<td>37</td>
</tr>
<tr>
<td>Senior Lecturer/Reader</td>
<td>44</td>
</tr>
<tr>
<td>RA1A</td>
<td>27*</td>
</tr>
<tr>
<td>RA2</td>
<td>37</td>
</tr>
<tr>
<td>RA3</td>
<td>44</td>
</tr>
<tr>
<td>ALC1</td>
<td>24</td>
</tr>
<tr>
<td>ALC2</td>
<td>29</td>
</tr>
<tr>
<td>ALC3</td>
<td>37</td>
</tr>
<tr>
<td>ALC4</td>
<td>40</td>
</tr>
<tr>
<td>ALC5</td>
<td>44</td>
</tr>
<tr>
<td>Clerical 1</td>
<td>1</td>
</tr>
<tr>
<td>Clerical 2</td>
<td>6</td>
</tr>
<tr>
<td>Clerical 3</td>
<td>11</td>
</tr>
<tr>
<td>Clerical 4</td>
<td>16</td>
</tr>
<tr>
<td>Clerical 5</td>
<td>22</td>
</tr>
<tr>
<td>Clerical 6</td>
<td>28</td>
</tr>
</tbody>
</table>
Any RA1A staff currently paid below the minimum of Level 7 (point 29) will be assimilated to point 29 over a period of 2 years (i.e. after spending 12 months at point 27 they will advance straight to point 29)

**Workshop Staff**

Workshop staff in manual grades will continue to be paid under their current collectively negotiated individual arrangements.
ANNEX D

APPEALS AGAINST OUTCOME OF ASSIMILATION EXERCISE

Staff who have concerns about the Level to which they are assimilated must appeal within twenty working days of being notified.

Grounds for Appeal

Grounds for appeal must fall into one of the following categories:

a. The individual believes their role varies significantly from the generic grade profile for the level to which they have been assimilated;

b. There has been a failure in the process leading to the individual role being assimilated incorrectly

Appeal Panel

An Appeal Panel will convene within thirty working days of receipt of the written appeal. The Panel will consist of two Managers or HR representatives (at least one member of the Panel will be from HR) along with two Trade Union representatives from the relevant Trade Union.

The Panel will consider all the evidence before them including the up to date job description of the appellant. If the Panel considers a formal analysis of the job is necessary this will normally be carried out using the paper evidence available. The Panel may call for further evidence and may need to call other managers or staff if clarification or other evidence is needed.

The Appellant may attend the Appeal Hearing to put their case and answer any questions from the Panel. The Appellant has the right to be accompanied by a Trade Union representative or colleague or friend.

Outcome

The Panel will notify the appellant of its decision within 5 working days of the meeting. Any changes agreed by the Panel will be backdated to the original effective date of assimilation (normally 1 August 2005)
ANNEX E

PROPOSED ARRANGEMENTS ON PROGRESSION TO MEET THE “NO DETRIMENT” PRINCIPLE

The following arrangements apply to all staff in the relevant grades:

Lecturer A/Lecturer B Staff: Lecturer A staff (new level 7) will continue to have an expectation that they will move to the minimum of Lecturer B/new level 8 after reaching the Target Rate for Level 7, subject to satisfactory performance.

Senior Lecturer staff/Level 9 will be granted one additional scale increment after spending one year on point 47 and will progress straight to point 49.

ALC1 Grade/Level 6: Staff appointed to Level 6 at spine point 24 in a development role (as in the current arrangements for ALC1 staff) will progress to Level 7 in a maximum of 3 years by proceeding straight to point 29 after spending 12 months on point 26.

ALC2 staff/Level 7 will be granted one additional scale increment after spending one year on point 34 and will progress straight to point 36.

ALC 3 staff/Level 8 will be granted one additional scale increment after spending one year on point 39 and will progress straight to point 41; and a further additional scale point after spending one year on point 41 and will progress straight to point 43.

Staff graded ALC4 at the time of assimilation will be granted one additional scale increment after spending one year on point 42 and will progress straight to point 44; and a further additional scale point after spending one year on point 44 and will progress straight to point 46.

ALC 5 staff/Level 9 will be granted one additional scale increment after spending one year on point 47 and will progress straight to point 49.

Any cases where the application of these arrangements does not meet the principle of no detriment will be individually reviewed.
HONORARIA

a) Definition

Honoraria are one-off payments in recognition of an exceptional contribution or workload, above and beyond that which is specified in a job description and that has not been rewarded through a responsibility allowance or overtime payment. Normally, these would be awarded retrospectively to members of staff.

b) Amount

Amounts may vary depending on the nature of the contribution. Awards will be non superannuable.

c) Criteria for Award

- Outstanding additional contribution to the delivery of team/unit objectives, e.g., innovative working practice, special projects, performing duties exceptionally well over a long period of time. ‘Outstanding contribution’ should be measured against up to date job specifications.
- Exceptional additional temporary responsibilities undertaken competently and efficiently where these have not been recognised already by an acting/responsibility allowance.
- Exceptional flexibility in working across a range of activities and responsibilities.

d) Procedure for Nomination and Award

- Nominations normally to be considered annually
- Staff should have completed their probationary period before they can be considered and normally should have been in post for one year.
- Ordinarily, line managers would nominate individuals or teams but this should not preclude self-nomination or peer-nomination. Self and peer-nominators should be encouraged to discuss nomination with their line manager and seek his/her support.
The nominator should outline in writing how they think the nominee meets the criteria and submit the proposal to the Director of their Directorate.

Judgements and decisions should be made by the local Senior Management Team with a member of HR present in an advisory capacity.

Feedback to be provided to unsuccessful nominees and their line managers.

INCREMENTS

Accelerated Increments

a) **Definition:** these would be awarded exceptionally to staff with a permanent additional responsibility that does not attract a higher grade.

b) **Amount:** In accordance with the established salary scale.

c) **Criterion for Award:** Continuing additional duties or responsibility by staff whose post is appropriately graded.

Discretionary Points

a) **Definition:** these would be awarded exceptionally to staff for outstanding and/or sustained high performance over a significant period of time, normally one year or more, that does not attract a higher grade.

b) **Amount:** In accordance with the established salary scale.

c) **Criterion:** Exceptional and sustained performance over a long period of work of value to the University, normally one year or more, by staff whose post is appropriately graded.

Procedure for Nomination and Award

- A minimum of 1 year’s service would normally be required for the award of an additional/discretionary increment.
- Ordinarily, line managers would nominate individuals but this should not preclude self-nomination. Self-nominators should be encouraged to discuss nomination with their line manager and seek his/her support.
- The nominator should outline in writing how they think the nominee meets the criteria using the appropriate form and submit this to the Director of their Directorate.
• Nominations to be considered annually
• Judgments and decisions should be made by the local Senior Management Team with a member of HR present in an advisory capacity.
• Feedback to be provided to unsuccessful nominees and their line managers

EQUALITY MONITORING

Individual applications and outcomes will remain private and confidential, but an annual breakdown of awards by gender, race and grade will be provided to local Trade Unions and published.