

Job evaluation and assimilation to the single spine at UCL

In Partnership with:-



Thank you to all staff at UCL who have contributed to this process either by filling out a job description outline (JDO), assisting colleagues, and/or contributing to discussion and debate on the Pay Framework Agreement (PFA). Due to all your hard work UCL now has the most accurate description of all the jobs being performed at UCL.

Introduction

This guide is designed to help you understand the implementation and consequences of the PFA at UCL. Implementation was achieved in partnership with the trade unions amicus, AUT and UNISON and included in this booklet are copies of all relevant local UCL agreements. We also appreciate that some staff when receiving notification of their new grade and salary may consider using the appeals process. This guide also attempts to help you make an informed decision when considering an appeal against your assigned grade and salary.

Background to Agreement

The PFA sets out a structure in which higher education institutions (HEI) can negotiate pay and grading models appropriate to local conditions and in partnership with their recognised trade unions. The agreement was developed in the Joint Negotiating Committee for Higher Education Staff (JNCNES) between the University and Colleges Employers Association (UCEA) and the higher education trade unions which include amicus, AUT and UNISON, the trade unions recognised by UCL. The agreement supersedes the chapters within the existing separate national and local terms and conditions that relate to pay and grading.

One of the key aspects of the PFA is a requirement that institutions use a job evaluation (JE) scheme to establish a rank order for jobs and to simplify the pay spines. UCL chose to use a scheme called the Higher Education Role Analysis (HERA) to evaluate all jobs and a form based system for writing a job description outline (JDO). The results of this job evaluation exercise were then used to inform discussions on a new grading structure (see enclosed p23).

A key driver behind the agreement is equal pay for work of equal value. Higher education institutions, including UCL, are vulnerable to equal pay challenges. The equal pay principle is enshrined in legislation and means that staff doing work of equal value (not necessarily the same job but of *equal value*) should be on the same grade. Equal value is determined by using one JE scheme for all jobs within an organisation.

Equal pay legislation can also apply to pay related terms and conditions. This is why harmonisation of terms and conditions, including working hours and annual leave form part of the implementation of the PFA at UCL (see enclosed p24).

Implementation of the PFA at UCL has also produced the following agreements:

Agreement	Page
New Grading Structure	23
Harmonisation of Terms and Conditions	24
Assimilation to the single spine (including <i>green circling, red circling and protection arrangements</i>)	26
Appeals procedure	29

Agreements not included in this pack but on the UCL web site:-

Agreement	URL*
Market Pay	http://www.ucl.ac.uk/payframework/documents/MarketPayPolicy.pdf
Pay Progression within and through Grades	http://www.ucl.ac.uk/payframework/documents/ProgressionProcedure.pdf

*If you require a hardcopy of any of these agreements please contact the Pay Framework helpline ext 09789 or pffhelp@ucl.ac.uk.

Your New Grade & Salary

As predicted most staff at UCL have been assimilated onto the new grading structure at an equivalent to their existing salary level. There are however some who have either been “red circled” or “green circled”. The reasons why staff may consider appealing may include “red circling” or an expectation of a higher grade. Before you decide to appeal we would first ask you to read all of this document. This explains in more detail the process by which your job was evaluated and also gives some pointers at what to look out for when making an informed decision on whether to appeal.

Your score does not relate to your salary point!

We need to debunk the myth that your HERA score relates to your salary point. It does not! The HERA score determines the grade for your job. For example if you have a score of 300 and grade 3 has a score range of 250-350, you would be placed on grade 3 at a salary level which is equivalent to or above the one you are on now. If your current salary is below the range for this grade, you would be green- circled and placed on the lowest incremental point in the grade. If your current salary is above the salary range in the assigned grade you would be red-circled and pay protection arrangements would apply (see enclosed Assimilation Procedure p26).

Why your HERA score and its positioning in the grade is important

Your HERA score and its positioning in the grade is very important when considering appeals. Taking the example above, your score would need to increase by 51 points to take it into the next grade. This is a very significant score increase and you would need to consider in what areas you think your JDO is deficient. A useful reference is the HERA role description documentation which you received with the notification of your new grade.

JDO submissions - identifying some of the problems

In the main, the quality of information contained in returned JDOs was impressively high. There was strong evidence that a vast majority of staff took the process very seriously and dedicated a large amount of time and effort into ensuring that all the information required to describe their job was contained in the JDO.

One of the problems for evaluators is that the job could only be evaluated on the basis of the information and evidence supplied in the JDO. We could not rely on any preconceived notions about what people were or should be doing with reference to, for example, their job title or position in the UCL/Departmental hierarchy. In some of the obvious cases, the forms were returned to ask the role holder for further evidence but with others there was more of a perception that the role holder may have undersold the role. Below is a list of some of the problems and how they may have arisen. You may want to consider these and see if you think that any of these apply to you when considering whether you wish to appeal.

Problem	Commentary
JDO filling in process	In some cases, an insufficiently analytical approach was adopted when writing the JDO. The advice given out by the Pay Framework Team included completing the main tasks first and identifying the elements and evidence that apply to each task. While this may not have had a significant impact on the quality of information provided, if you did not follow these processes it may be worth while to identify if you omitted any significant information and thus avoid possible waste of effort.
Not providing concrete examples	There was some evidence that some staff had used so called “buzz words” or “phrases” rather than concentrating on describing the job they actually do and giving real examples. Some examples of these were where staff may have obtained the Questionnaire for Role Analysts and copied this verbatim instead of giving real examples relating to their own job. If you have not provided real examples you would not have been scored at the level described.
Directly answering each of the prompt questions	We received some JDOs where staff had answered every prompt question directly. This was not what was intended. These were prompts to help you think about your job. It is

	likely that not all the questions would apply to every job. Answering the questions could have lead to evidence being omitted. You may want to check this in your JDO and cross-check with your HERA Role Description document.
Putting Not Applicable "N/A" when this may not be the case	We suspect that in a few cases N/A was put when this was not necessarily the case. In these cases, the evaluator would rate the elements on the basis of the total evidence provided. You may want to check your JDO and cross-check with your HERA Role Description document.
Management responsibilities, supervision of staff	For some JDOs the relationship between the role holder and staff on a lower level of the organisational chart was not clearly described. Supervision of staff could have a higher ranking on a number of the elements e.g. Planning & Organising of Resources, Pastoral Care or Team Development. Some role holders may not have made clear their supervisory responsibilities, for example by failing to specify undertaking appraisals or identifying training needs.

How do you relate the content of the JDO with specific scores?

Within the Appeals Procedure (see enclosed p29) there is a mandatory informal stage. If you decide to appeal you would need to come prepared and have identified areas where you think your job may have been under evaluated. These situations may arise if you have not given typical examples of the work you do, you may have omitted information from your JDO unintentionally or it may be a case that the scoring panel has misinterpreted your job. When conducting this informal interview the role analyst will advise if the issues you raise are likely to be translated into a significant increase in scores.

Please note: when considering appealing please take a pragmatic approach. Can you back up your concerns with evidence? Those staff who are members of a trade union can also consult their representatives on the merits of their case.

PLEASE READ BEFORE CONSIDERING AN APPEAL

Below is a guide which will help you make an informed decision when considering submitting an appeal. This guide is based on the experience of role analysts who have evaluated JDOs. It includes identifying areas where the quality of information supplied in the JDOs which could be improved. The quality of data provided by the majority was of a high standard and this guide is an objective consideration of some of the issues that came out of the job evaluation process.

The advice the Pay Framework Team gave out from the very start of the process was for staff to “*describe the job they actually do, giving real examples*”. The first thing you need to do is check that you have done this. Where you have described an activity, you should ensure that your responses reflect the skills required for the job. You may possess skills that are beyond those required for your job but these should not be included in your JDO.

With all responses it is also useful to indicate the following:-

- **Frequency** you need to state whether done, daily, weekly or monthly
- **Impact** make clear whether the impact of different elements of your role has an effect across all of UCL or several large sections of UCL, across a Faculty or Division, across a Department or within a team.
- **Additional Duties** the following are additional duties that may be undertaken. These will be taken into account by role analysts when evaluating your job, but again it is important that you describe the tasks you carry out undertaking this role.

Dept Safety Officer (and equivalents)

Dept Radiation Protection Supervisor

Dept Laser Protection Supervisor

Dept Genetic Modification Safety Officer

Estates Liaison Officer

COMMUNICATION (Oral)

What the evaluator is looking for	Real Examples	What is not required
<p>The frequency and whether you are doing this at all. The evaluator will be looking at the complexity of the information communicated i.e. is it straightforward, complex or conceptual?</p>	<p>Straightforward:- giving directions, routine telephone queries, simple requests, passing on messages.</p> <p>More complex than straightforward:- Explaining procedures & regulations, showing students and staff how to operate equipment, persuading colleagues to adopt a viewpoint, presenting a paper at a conference of colleagues, providing feedback or resolving conflicts where some tact and diplomacy are required, explaining a report on cost or operational implications of a decision, giving an introductory lecture, conducting an interview</p> <p>Complex & Conceptual:- providing a detailed explanation of how a complex system or a set of regulations operates (for example a combined heating and ventilating control system, the technical aspects of an IT system or academic assessment regulations), explaining the results of a research project to students or non-specialists in the subject area (for example in a lecture or conference), conveying new legal requirements and their implications to colleagues, influencing others' thinking and negotiating with them to achieve an outcome, making presentations to sizable or mixed interest groups or groups with diverse levels of understanding of the subject matter, negotiating a contract with external suppliers or customers interpreting technical or conceptual information into or from to a foreign language</p>	<p>Lists of the people you talk to</p>

COMMUNICATION (Written)

What the evaluator is looking for	Real Examples	What is not required
<p>The frequency and whether you are doing this at all. They evaluator will be looking at the complexity of the information communicated i.e. is it straightforward, complex or conceptual?</p>	<p>Straightforward:- taking a message, transferring information, preparing standard letters, straight forward correspondence including emails, confirming appointments, course or meeting dates, writing a set of simple instructions, completing simple forms</p> <p>More complex than straightforward:- drafting a standard tender document drafting short factual reports for others to present, drafting guides to course modules, writing brochures or advertising material, writing notes of straightforward meetings, writing up the results of an experiment, writing a case for a grant application, proof reading or editing the work of others when it is complex, writing minutes of meeting, creating computer/photographic/graphic imaging for research, publication etc.</p> <p>Complex and Conceptual:- writing research papers, journal articles and material for publication, drafting user and training manuals for equipment, systems or software, writing explanations of complex systems, regulations or procedures, preparing technical specifications for complex contracts such as new buildings, service specifications or capital equipment, compiling the case for the resourcing of major projects, producing policy questions, procedures and guidelines on complex systems or subjects, writing complex reports, letters or other documents dealing with complex, contentious and sensitive situations, translating technical or conceptual information into or from a foreign language, co-ordinating financial statements and budgets for Department/Division</p>	<p>Lists of people you write to</p>

TEAMWORK AND MOTIVATION

What the evaluator is looking for	Real Examples	What is not required
<p>The evaluator is looking for the focus of the job in this element. Covers team work and team leadership when working in both internal and external teams. This may include the need to contribute as an active member of the team; motivating others in the team; and providing leadership and direction for the team. Team is used here mean a number of people (i.e. two or more) who work together to achieve a common purpose.</p>	<p>You need to think about if you fall in any of these kind of categories or an equivalent and where your main focus is giving examples of how this applies;</p> <ul style="list-style-type: none"> • a clerical or technical support team • a catering team • a maintenance team • a research or project team • senior admin roles and will generally apply to specialists on a team such as a sole therapist in a multi-disciplinary team or an architect on a project team. • overseeing the work of a team, unit or section in a supervisory capacity (e.g. Dining Room, Laboratory or Workshop supervisor, School Administrative Officer) • overseeing the completion of a project • leading a course, module or pathway • Head of Department • Section, subject, or programme leader • Research project manager • A technical manager • senior management roles spanning several departments or functional areas, such as a Divisional Director 	<p>A list of all the people you work with</p>

LIAISON AND NETWORKING

What the evaluator is looking for	Real Examples	What is not required
<p>The evaluator is looking for the types of relationships you have with others outside the immediate work team and covers liaising with others both within and outside the institution and creating networks of useful contacts. This may include passing on information promptly to colleagues; ensuring mutual exchange of information; influencing developments through one's contacts; and building an external reputation. Liaison here is defined as making one-off contacts for a work related reason. A network is an interconnecting group of two or more people, possibly from different work teams or organisations, who exchange information, contacts and experience on a recurrent basis for professional purposes connected with the role. The network could be a virtual network.</p>	<p>Examples of internal networks might include cross-institution groups such as admissions tutors or chief technicians, administrators or schools liaison officers. Membership of working parties should also be included if membership is required as part of the role. Membership of networks for personal benefit or simple interest should not be included.</p> <p>Examples of external networks might include professional bodies, national or international groups with shared research interests, student exchange programmes, regional university groups or industry associations or bodies. The role holder should primarily be acting as a representative of the institution. Personal and professional development should be seen as a valuable but secondary reason for liaising and networking. The need for continuous professional development is considered under Knowledge and Experience.</p>	<p>Lists of all the people you have contacts with.</p>

SERVICE DELIVERY

What the evaluator is looking for	Real Examples	What is not required
<p>The evaluator is looking for the focus of the job for this element, along with occasional and important requirements. The evaluator is looking to see whether you are initiating the service or responding to standard requests where contact is initiated by the customer and typically involves routine tasks with set standards or procedures. Are you adapting the service to meet the overall needs of the customer or perhaps you are monitoring the service or setting the overall standards?</p>	<p>Basic Level:-</p> <p>Responding to requests for information from employees, students, parents, or members of the public, providing answers to questions regularly posed, drawing upon pre-prepared materials for the answers, responding to breakdowns, system or mechanical failures or predictable requests for help.</p> <p>Intermediate level:-</p> <p>Approaching customers to establish what is required (e.g. agreeing a conference programme or details of a research contract, designing promotional campaign material or discussing future skill needs with employers) contacting potential customers to let them know of new services; surveying customer needs and obtaining information from them about their assessment of the service (e.g. obtaining student feedback); providing feedback on the levels of service usage (e.g. levels of room occupancy or stock use) and suggesting ways in which the service can be made more effective</p> <p>Advanced level;</p> <p>Setting overall quality assurance or learning and teaching standards for the institution; forecasting the impact of new legislation on the institution and developing new procedures to ensure compliance; setting and maintaining standards for the institution's cleaning services; overseeing student recruitment trends and identifying what action should be taken to achieve targets; developing ethical research policy standards and protocols for the institution; identifying potential areas for consultancy and research contracts and creating a framework to ensure that projects run according to plan</p>	<p>Lists of the people, organisations and services you provide.</p> <p>We do not need to know how hard you work.</p>

DECISION MAKING PROCESSES AND OUTCOMES

What the evaluator is looking for	Real Examples	What is not required
<p>This element covers the impact of decisions as well as range of influence within the institution and externally. You need to say whether your decisions impact on your own work or team; across the institution; have significant impact in the longer term within or outside the institution.</p> <p>All types of decisions are covered here including those relating to finance, physical resources, students, staff and policy matters.</p> <p>When deciding the level of impact a decision has, the evaluator would consider the spread of its impact or what would need to be done to reverse it.</p> <p>The evaluator will look at what independent decisions you make, what collaborative decisions you make and if as a consequence of your advise or recommendations.</p>	<p>spending petty cash or buying low cost items within a local budget; deciding when to hold a meeting; choosing stock from the preferred supplier's list; buying non-routine stock or equipment following policy, guidelines and purchasing procedures; authorising money from a previously agreed budget; deciding who to involve in a working group; admitting a student; selecting patients for clinical trials; co-ordinators who organise clinics by allocating practitioners to sessions and /or equipment; delegating on-going responsibilities to staff; allocating overall resource requirements within institution wide plans; deciding the structure of a course or programme of study; allocating student numbers to departments or units; developing a new service or changing existing work practices that affect broad areas of the institution; advising on how legislation affects institutional practice and helping to determine the actions needed to implement changes; deciding to obtain alternative sources of income; deciding the nature and level of degrees and diplomas; formulating institution wide-plans and committing resources to their implementation; merging with other institutions; forming strategic alliances with other bodies or organisations; deciding the future of major research contracts.</p>	

PLANNING AND ORGANISING RESOURCES

What the evaluator is looking for	Real Examples	What is not required
<p>The evaluator is looking for the focus of the job. They will be looking to see how you organise, prioritise and plan your time and resources, be they human, physical or financial. This may include planning and organising one's own work; planning work for others on day to day tasks or on projects; carrying out operational planning; and planning for coming years.</p> <p>The creation of plans to satisfy training and development needs would be considered here in the same way as all other plans requiring the commitment and utilisation of resources.</p> <p>Although the evaluator will be looking at the focus of the job, they will also be looking at other important or occasional requirements so it is important to include all aspects of your work which would fall under planning and resources.</p>	<p>Working to a set pattern each day, e.g. carrying out routine maintenance, preparing food, processing data, working from a detailed set of instructions. deciding when and how to respond to requests for information or assistance</p> <p>When to order replacement stock, organising a meeting, when to draft an article, producing a booklet, designing and making a piece of equipment or software.</p> <p>Managing and being accountable for the resources (people, equipment, money) of a sub-section of a department, managing a specific project, e.g. organising a conference or event such as a graduation ceremony or open day, organising a health and safety audit, being responsible for the delivery of a course or programme of study to which others contribute, recruiting patients for clinical trials, organising seminars, training courses, workshops or modules including booking venues and speakers / teachers / trainers, organising and overseeing placements including the negotiating of suitable placements setting the budget, managing the staff setting objectives, monitoring progress and keeping to the timescale, planning for the future, co-ordinating and monitoring the roll out of plans taking institution-wide responsibility for student recruitment, academic or resource planning, estates and capital planning, contributing to strategic planning outside the institution such as regional development or educational development of a professional body</p>	<p>Teamworking and leadership skills would not be assessed here, but under <i>Teamwork and Motivation</i>.</p>

INITIATIVE AND PROBLEM SOLVING

What the evaluator is looking for	Real Examples	What is not required
<p>The evaluator will be looking at the focus of your job. They will be looking to see how you identify or develop options and selecting solutions to problems which occur in your job. This may include using initiative to select from available options; resolving problems where an immediate solution may not be apparent; dealing with complex problems; and anticipating problems which could have major repercussions.</p> <p>Evidence is scored here when it relates to resolving problems or issues or anticipating them. You may typically investigate the matter when requested by others or when expected to take the initiative. You may be required to make recommendations or form conclusions regarding a course of action.</p> <p>The evaluator will also be looking for occasional and important requirements of the job so make sure you include all aspects.</p>	<p>Maintaining equipment or machinery Organising temporary cover for absent staff Informing relevant people about an emergency such as illness Making travel and accommodation arrangements Handling grading, grievances or disciplinary issues Dealing with attendance problems Dealing with a student's failure to submit course work Evaluating the strengths and weaknesses of equipment warranties Solving IT system failures Devising new courses or programmes of study to attract students Balancing the department's budget and resources against needs and plans Investigating an area of ineffective working or systems failure and developing approaches to improve operational effectiveness by introducing a new system or simplifying practices of an office, workshop or laboratory Developing new guidelines or procedures, such as those regulating use of finance or managing attendance Identifying potential external partners, consultancy opportunities or other sources of evaluating the implications of changes to the funding of education Introducing a new management or marketing approach to the institution Changing the way resources are deployed across the institution Identifying a significant gap in the services the institution provides to students and customers and developing an appropriate solution</p>	<p>Evidence would not be scored here if it relates to analytical and theoretical research. Research is defined as <i>the systematic study of data obtained from a variety of sources in order to establish facts and reach new conclusions</i>. Evidence of this type of activity would be scored under <i>Analysis and Research</i>.</p>

ANALYSIS & RESEARCH

What the evaluator is looking for	Real Examples	What is not required
<p>Covers investigating issues, analysing information and carrying out research. This may include following standard procedures to gather and analyse data; identifying and designing appropriate methods of research; collating and analysing a range of data from different sources; and establishing new methods or models for research, setting the context for research.</p> <p>This element includes all aspects of investigation, analysis and research, and is relevant to both academic and non-academic posts, not just those roles engaged in academic research.</p> <p>Evidence should be scored here if it relates to analytical and theoretical research. Research is defined as <i>the systematic study of data obtained from a variety of sources in order to establish facts and reach new conclusions</i>.</p> <p>It is assumed that the role holder works accurately and in accordance with regulations, procedures and codes of practice.</p>	<p>Examples of activities include individual and collaborative investigations involving the collection of data from appropriate sources, literature or database searches, internet searches, engaging in action research, holding discussions with other practitioners, examination of data using statistical or other analytical methods. There will frequently be an overall objective or task to achieve or question to answer. The role holder will be required to gather data, analyse it systematically and explore options. They may not always be required to reach a conclusion, decision or make recommendations. This aspect of the role should be analysed under <i>Initiative and Problem Solving</i>. Evidence relating to resolving issues as they arise or anticipating such problems will also be scored under <i>Initiative and Problem Solving</i>.</p> <p>Examples might include:</p> <ul style="list-style-type: none"> • balancing money in the cash register against the till roll and reporting any mismatch • carrying out routine maintenance checks and reporting faults or failures • checking stock levels against the inventory / monitoring resource usage (e.g. expenditure against a budget, the consumption of energy or space utilisation) / gathering information from others (e.g. the number of students enrolled on a course or assessment marks) • checking statistics against source data and reporting anomalies / analysing student destination statistics and reporting patterns and trends • carrying out literature and database searches or setting up and conducting simple experiments / selecting and designing complex questionnaires, survey methods or tests (including medical tests) and interpreting the results • conducting enquiries into complex complaints or system failures and indicating where improvements are needed • producing and monitoring budgets for a large Department or Division • developing methodologies and designing data gathering and analytical techniques 	<p>Acronyms without any explanation.</p> <p>Specific project details as only examples of activities will be scored.</p>

SENSORY AND PHYSICAL DEMANDS

What the evaluator is looking for	Real Examples	What is not required
<p>The sensory and physical aspects of the role required to complete tasks. This may include physical effort, co-ordination and dexterity; using aural evidence to assess next actions; applying skilled techniques and co-ordinating sensory information; and high levels of dexterity where precision or accuracy is essential.</p> <p>This element refers to the use of all senses (sight, smell, hearing, taste and touch) and covers roles requiring the use of skills and physical effort.</p> <p>operating machinery, tools and equipment or using scientific instruments</p> <p>watching and monitoring experiments</p> <p>conducting surgery</p>	<p>conducting experiments that use high cost equipment on high risk samples</p> <p>remaining in one position for long periods of time or holding and using sophisticated tools for prolonged periods, for example when performing delicate surgery on live people or animals</p> <p>creating objects using sophisticated tools, multiple or high value materials</p> <p>glass blowing, creating models or samples, crystal polishing or gem cutting</p> <p>lifting heavy, difficult objects on a sustained and prolonged basis</p> <p>using a keyboard and data input devices</p> <p>drawing, painting or forming objects</p> <p>preparing sample slides for examination and testing</p> <p>using and demonstrating physiotherapy and other clinical techniques</p> <p>working in difficult or confined spaces (e.g. service ducts, sewers, roof spaces)</p> <p>lifting heavy, awkward or highly valuable objects</p> <p>using audio-visual and other presentational equipment</p> <p>driving heavy vehicles – list the unladen weight in tonnes</p> <p>handling an animal or person correctly</p> <p>administering standard treatment to a person or animal</p> <p>pen, pencil and ruler or keyboard or other device for inputting straightforward data or finding routine information</p> <p>light gardening or maintenance tools</p> <p>standard laboratory equipment</p> <p>standard office equipment</p> <p>filing or replacing items on shelves or stores</p> <p>Occasionally moving goods, equipment or light objects.</p>	<p>Avoid double entry of evidence under <i>Work Environment</i>.</p>

WORK ENVIRONMENT

What the evaluator is looking for	Real Examples	What is not required
<p>Covers the impact the working environment has on the individual and their ability to respond to and control that environment safely. This may include such things as the temperature, noise or fumes, the work position and working in an outdoor environment.</p> <p>This element deals with the need to take responsibility for responding to and dealing with the conditions under which the role holder is normally expected to work. The focus is on taking appropriate action to control or reduce risk in the environment or to ensure that any impact from the environment does not result in harm.</p>	<p>Stable Environment</p> <p>Examples might include an office or lecture room. The role holder will have no responsibility for the health and safety of others beyond due care and diligence.</p> <p>Requirement to take safety precautions</p> <p>Activities undertaken regularly for which the role holder is required to use standard protective clothing or safety equipment, and follow standard procedures. The role holder will need to make decisions about how to perform the work because of the nature of the environment.</p> <p>Dealing with stressful or difficult situations, for example, dealing with people displaying hostile or aggressive behaviour.</p> <p>Managing the impact of the environment on the work or safety of other people, e.g., taking account of the impact of the weather on outdoor activities</p> <p>following safe procedures using machinery or electrical equipment dealing with a person who is angry, emotional or distressed</p> <p>ensuring that protective clothing is available and worn.</p> <p>Responsibility for the working environment</p> <p>Make judgements about the hazards inherent and the safety of those working in the environment under those conditions.</p> <p>Requirement to intervene to restructure the work or require others to take precautions. Assess the potential degree of risk in the situation and take action in anticipation of that risk.</p> <p>Examples might include: undertaking building maintenance when asbestos is present or handling hazardous chemicals or performing medical operations</p>	<p>Description of the condition of the building and its contents.</p> <p>Description of the security hazards of the environment.</p>

PASTORAL CARE AND WELFARE

What the evaluator is looking for	Real Examples	What is not required
<p>Covers the welfare and well being of students and staff within the institution, in both informal and formal situations.</p> <p>This may include the need to be aware of the support services available; giving supportive advice and guidance; and counselling others on specific issues.</p> <p>It also includes patients or children in the role-holder's care. The role requirements should be taken into account, not the role holder's ability or personal inclination to provide support to other people.</p> <p>Examples include:</p> <ul style="list-style-type: none"> providing support on grant problems supporting those working while coping with bereavement helping another deal with stress or other emotional demands that affect their work or study other life cycle issues that affect the other's ability to work or study 	<p>Covers basic sensitivity to and consideration of other people's needs or feelings and may include dealing with signs of obvious distress (for example, individuals in tears)</p> <p>Requirement to respond to welfare problems</p> <p>Refers to predictable welfare issues that are covered by documented procedures such as, a personnel handbook or student regulations, when the matter can be referred to someone else or advice on how to respond can be obtained. Examples might include:</p> <ul style="list-style-type: none"> requests for special leave consideration of confidential mitigating circumstances when assessing assignment, project, examination or other such work dealing with disciplinary or other performance issues help with relationship problems that are affecting the standard of performance <p>Requirement to decide welfare problems</p> <p>Includes dealing with complex, severe and serious welfare issues. The role holder would be expected to deal with this level of issue as part of their role although it may represent the sort of difficulty that arises exceptionally. Typically the person needing help would be referred to the role holder by someone else. The role holder would not be able to refer the person to anyone else in the institution, only to professionals in other agencies.</p> <p>Examples:</p> <ul style="list-style-type: none"> dealing with severe difficulties arising from work-related stress helping an individual continue to work or study while dealing with a life crisis such as the death of a family member, close friend or colleague, the breakdown of a close personal relationship or those coping with significant health problems or illness 	<p>Descriptions of work related problems that do not have a significant adverse emotional impact on the person.</p> <p>The need for a counselling or similar professional qualification is specifically not mentioned in this element for, if required, it would be covered under <i>Knowledge and Experience</i>.</p>

TEAM DEVELOPMENT

What the evaluator is looking for	Real Examples	What is not required
<p>The evaluator is looking for the development of the skills and knowledge of others in the work team. This may include the induction of new colleagues; coaching and appraising any individuals who are supervised, mentored or managed by the role holder; and giving guidance or advice to one's peers or supervisor on specific aspects of work.</p> <p>Team is used to mean a number of people (i.e. more than two) who work together to achieve a common purpose, and is the same definition as is used for Teamwork and Motivation. This refers, therefore, to line management team development.</p>	<p>To avoid rewarding the same responsibility / activity twice Coaching, Development and Instruction will be interpreted in the context of a line management function within a work team. Teaching and training refers to others (students and / or staff) outside the work team. Some examples of evidence:</p> <ul style="list-style-type: none"> • showing a new staff member around / responsibility for inducting new starters • explaining administrative systems and procedures such as how to obtain stationery or expenses / demonstrating how to operate a particular piece of machinery or equipment safely and in accordance with the manufacturer's instructions • advising where to go to obtain basic information about the institution • responsibility for a particular area of work and showing others how to perform a task as part of their everyday work / discussing how to make improvements to a report • those recognised as having particular expertise within the team and who are expected to provide guidance and advice to others / explaining the reasons for and how to follow an operational procedure • describing different ways of analysing a set of data and helping a colleague decide which method to use • analysing achievement of team objectives and identifying learning needs arising from shortfalls • conducting regular staff appraisals and performance reviews and agreeing what needs to be done to satisfy any training or development needs 	<p>Training those outside the immediate work team – such as students or others - should be included under <i>Teaching and Learning Support</i>. The analysis of corporate training needs would be covered under <i>Planning and Organising Resources</i>.</p> <p>If a role holder has delegated any of the following responsibilities to others, the questions would be interpreted as not relevant and score nothing.</p>

TEACHING AND LEARNING SUPPORT

What the evaluator is looking for	Real Examples	What is not required
<p>Covers the development of the skills and knowledge of students and others who are not part of the work team. For example:</p> <p>Lecturers who prepare and deliver lectures, seminars and tutorials.</p> <p>Supervisors who direct the work of students</p> <p>librarians training others to use the library resources</p> <p>language assistants demonstrating the use of a language laboratory</p> <p>technicians demonstrating the use of machinery or equipment</p> <p>administrative staff outlining new legislation or a procedure</p> <p>Those conducting training sessions e.g. on health and safety, first aid, recruitment and selection or assessment regulations</p> <p>those responsible for organising staff development and training for staff and others outside the work team</p> <p>those supervising work and assessing progress towards advanced qualifications.</p>	<p>All types of teaching and learning support provided to those outside the immediate work team are covered here. This includes providing and organising training, facilitating staff development, creating and supporting formal and informal learning and development opportunities, producing and supporting distance learning, providing demonstrations, providing feedback and identifying ways of furthering learning and development, lecturing and mentoring students and others using the institution's facilities and services. Examples might include:</p> <ul style="list-style-type: none"> • explaining the use of the library, computing or laboratory facilities to students, other staff or visitors • demonstrating how to operate simple equipment (e.g. microscope, theodolite or photocopier) following basic safety procedures / explaining the operation of complex machines, equipment or software • outlining the procedure for enrolling on a course or module • explaining how to conduct literature or database searches / coaching others on conducting a survey or research project • overseeing work experience placements • running staff training courses e.g. applying for research grants • delivering and assessing a course, module or part of an undergraduate degree scheme • acting as an academic supervisor • mentoring members of staff from outside the work team as part of a scheme • leading a substantial management or teaching and learning development programme 	<p>The development of skills and knowledge of team members.</p>

KNOWLEDGE AND EXPERIENCE

What the evaluator is looking for	Real Examples	What is not required
<p>This element covers the relevant knowledge needed to carry out the role, however acquired, whether this is technical, professional or specialist. This may include the need for sufficient experience to carry out basic, day to day responsibilities; the need for a breadth or depth of experience to act as a point of reference for others; and the need to act as a leading authority in one's field or discipline.</p> <p>Knowledge acquired through education and qualifications is covered here, as well as that acquired through experience.</p>	<p>All forms of knowledge, experience and qualifications are considered here including academic awards, General and National Vocational Qualifications, RSA, BTEC and City and Guilds certificates and diplomas and professional qualifications.</p> <p>The whole element refers to all prior knowledge and experience required to competently undertake the role.</p> <p>For composite or dual roles the highest level of knowledge and experience required to perform any aspect of the role effectively will be scored.</p>	<p>Skills and experience of the role holder that are over and above or different to that required to effectively undertake the role.</p>

Understanding your HERA score and the bar graph

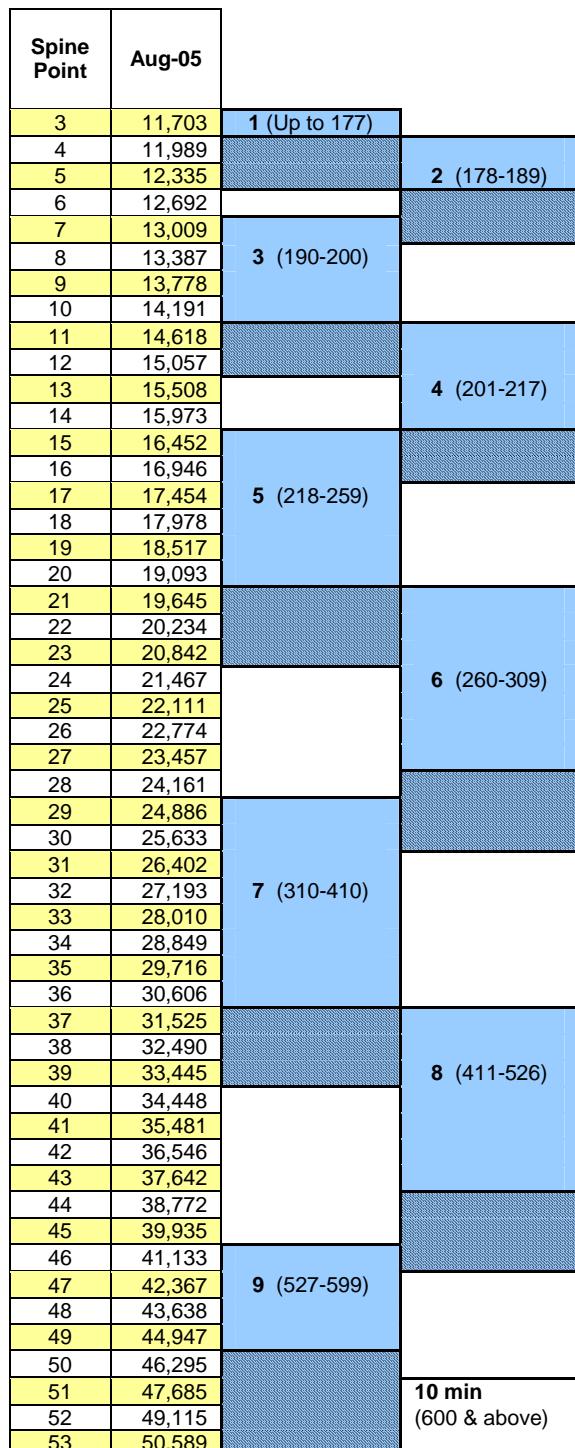
Your HERA score is out of a total of a 1000 and the maximum points for each element varies and is set below:-

Element	Total points available	% of total
Communication	80	8
Teamwork and Motivation	70	7
Liaison and Networking	65	6.5
Service Delivery	70	7
Decision Making Processes and Outcomes	70	7
Planning & Organising Resources	70	7
Initiative and Problem Solving	80	8
Investigation, Analysis and Research	70	7
Sensory and Physical Co-ordination	50	5
Work Environment	65	6.5
Pastoral Care and Welfare	65	6.5
Team Development	70	7
Teaching and Learning Support	95	9.5
Knowledge and Experience	80	8
TOTAL	1000	100

For example, a score of 50 points for Sensory and Physical Coordination would represent the maximum available score for this element, whereas a score of 50 points for Teaching and Learning Support would represent just over half of the maximum score for that element.

UCL New Grading Structure

London Allowance = £2400



Based on 36.5 hour working week

Hourly rate including London Allowance	Hourly rate excluding London Allowance	Aug-05	Spine Point
7.41	6.15	11,703	3
7.56	6.30	11,989	4
7.74	6.48	12,335	5
7.93	6.67	12,692	6
8.10	6.84	13,009	7
8.30	7.03	13,387	8
8.50	7.24	13,778	9
8.72	7.46	14,191	10
8.94	7.68	14,618	11
9.17	7.91	15,057	12
9.41	8.15	15,508	13
9.65	8.39	15,973	14
9.91	8.64	16,452	15
10.17	8.90	16,946	16
10.43	9.17	17,454	17
10.71	9.45	17,978	18
10.99	9.73	18,517	19
11.29	10.03	19,093	20
11.58	10.32	19,645	21
11.89	10.63	20,234	22
12.21	10.95	20,842	23
12.54	11.28	21,467	24
12.88	11.62	22,111	25
13.23	11.97	22,774	26
13.59	12.33	23,457	27
13.96	12.70	24,161	28
14.34	13.08	24,886	29
14.73	13.47	25,633	30
15.13	13.87	26,402	31
15.55	14.29	27,193	32
15.98	14.72	28,010	33
16.42	15.16	28,849	34
16.88	15.61	29,716	35
17.34	16.08	30,606	36
17.83	16.56	31,525	37
18.33	17.07	32,490	38
18.83	17.57	33,445	39
19.36	18.10	34,448	40
19.90	18.64	35,481	41
20.46	19.20	36,546	42
21.04	19.78	37,642	43
21.63	20.37	38,772	44
22.25	20.98	39,935	45
22.87	21.61	41,133	46
23.52	22.26	42,367	47
24.19	22.93	43,638	48
24.88	23.62	44,947	49
25.59	24.33	46,295	50
26.32	25.06	47,685	51
27.07	25.81	49,115	52
27.84	26.58	50,589	53

Starting salary for Lecturer A is point 33

Starting salary for Research Assistants on grade 6 from 1.08.05 is point 22

Starting salary for Research Assistants on grade 6 from 1.08.06 is point 23

Starting salary for Research Assistants on grade 6 from 1.08.07 is point 24

Top point for Research Assistants on grade 6 is point 26

Shaded area indicates contribution points

HERA points to grade are marked in brackets within the grade

Summary of harmonised terms and conditions

Hours of work and annual leave

- 27 days annual leave per annum (33 including UCL closure days) and a working week of 36.5 hours
(As this is a significant increase in leave for some groups of staff it is important to note that in some work areas there are constraints on the time at which leave can be taken)
- Staff in post as at 1st August 2005 with a contract of 35 hours a week may opt to have their hours of work and leave arrangements protected (including rights to future long service enhancement)
- Staff who have higher levels of annual leave based on conditions of service transferred into UCL (as a result of merger) may opt to have their hours and annual leave arrangements protected
- These arrangements remain “notional” for academic staff, reflecting the way in which academic staff work and the time off in lieu arrangements operating locally in academic departments.
- Hours of work, holiday entitlement and UCL’s WorkLife Balance Policy will be formally reviewed three years after implementation.
- For staff who are contracted to work over 36.5 hours per week post-implementation, their annual leave entitlement will be calculated in hours based on their contracted working week.

Overtime

Time worked in addition to the contracted working week by staff in grade 7 and above may be addressed through time off in lieu as agreed with the appropriate line manager.

Time worked in addition to the contracted working week by staff in grades 1 to 6 may be addressed by time off in lieu as agreed by the line manager. Alternatively, overtime payments may be paid as follows

Hours worked Monday to Saturday – time and a half

Hours worked on Sundays, bank holidays or during closure periods - double time

Maternity Pay Entitlement

Currently all staff other than academic staff require one year's service at the expected week of delivery, to be entitled to full occupational maternity pay.

The agreement harmonises maternity leave for all staff, with that currently enjoyed by Academic staff. All staff will therefore be entitled to full occupational maternity pay from starting employment with UCL and these provisions come into effect once an individual signs and accepts a revised contract.

Sick Pay arrangements

Currently arrangements for sick pay vary across staff groups. The agreement is as follows and these provisions come into effect once an individual signs and accepts a revised contract.

Service	Full Pay	Half Pay
During first three months service	2 Weeks	2 Weeks
3 months service or more but less than 12 months service	9 Weeks	9 Weeks
12 months service or more but less than 3 years service	13 Weeks	13 Weeks
3 years service but less than 4 years service	22 Weeks	22 Weeks
Service of 4 years or more	26 Weeks	26 Weeks

Notice periods

The notice period will be the same for both UCL and the employee. Support staff in grades 1-6 will be required to give four weeks notice and Researchers and support staff in grade 7 and above will be required to give 3 months notice.

There is a caveat in relation to staff with teaching responsibilities (as currently) in that they are required to give notice such that they leave at the end of a term.

These arrangements will come into operation once an individual signs and accepts revised contracts of employment.

Incremental date

Incremental progression in grades 1-9 will take place on 1st August each year in line with the Progression Agreement.

Probation

Support staff in grades 1-6 will be subject to a probationary period of 6 months. Researchers and support staff in grades 7, 8 and 9 will be subject to a probationary period of 9 months and Probationary Lecturers will be subject to 3 years probation.

Retirement date

UCL's retirement age is 65. All new staff appointed after the signing of this agreement will retire on 31st July following their 65th birthday.