University of Brighton

| **Collective Agreement – Implementation of the national Framework Agreement** |

Introduction

This agreement has been developed in partnership between the University of Brighton and its recognised trades unions, AUT and NATFHE (now UCU) and UNISON. There is agreement between all parties that:

- new pay and grading structures will incorporate all categories of staff, eg PTHPLs (covered by the pay spine set out at Appendix 1) and should address current grading anomalies and meet equal pay considerations

- existing collective agreements should be maintained as far as possible, eg Teaching Fellows, Code of Practice on PTHPLs, with revisions agreed as necessary;

- there is a need to undertake an equal pay audit and to monitor the implementation of new pay and grading structures for equal pay purposes;

- affordability is a key and joint consideration in order to maintain the stability of the university's staffing and budget position.

Pay Spine

The University of Brighton will use the single pay spine detailed in Appendix 1 to determine pay rates applicable to salaried staff (other than senior staff and clinical academics). The values of the pay points in this spine will be reviewed, following agreements reached through the national negotiating machinery, with effect from 1 August each year.

Grading

The grading structure to be applied with effect from 1 August 2006 is set out at Appendix 2. It is agreed that this grading structure will be the subject of a formal review prior to August 2007 and may require further revision in consultation and agreement between all parties.

It is further agreed that in 2007/8 there will be an uplift of one incremental point at the maximum for grades Ac3 and Ac4 and the equivalent grades applicable to support staff (i.e. Grades 8 and 9) with a corresponding raising of the minimum starting spine point for Ac4/grade 9 by one spinal column point. This agreed revision is set out at Appendix 2A and will apply from 1 August 2007.

All parties to this agreement believe that the agreed grading structure will:

- support the achievement of equal pay for work of equal value, with the application of pay points to staff being transparent, consistent and fair;
- provide for the allocation of staff to grades using job evaluation/role analysis arrangements which:
  - enable equitable, consistent and transparent judgements to be made about the relative value or size of jobs;

- apply to all groups of staff under the remit of JNCHES;
- are administered in consultation with the recognised unions;
- provide access to appropriate review procedures, in the event of disputes about grading outcomes;

- apply common grading across all staff groups, including where pay structures are expressed in terms of more than one job family or career pathway;
- be appropriate to the objectives and culture of the University of Brighton;
- provide for salary and career progression to attract, retain and motivate staff, rewarding appropriately their knowledge, experience and contribution;
- have regard to the resources likely to be available to the institution;
- be readily understandable to staff and clearly communicated to them.

Assimilation to the new pay spine and grading structure

It is agreed that staff will assimilate to the new pay spine on 1 August 2006. As this will be prior to the completion of the role matching/evaluation exercise, an interim arrangement will apply where staff will be assimilated to the equivalent or next highest spine point compared to their existing basic annual salary on 1 August 2006. Incremental progression on the new pay spine will only be applied, as appropriate, when the individual has been matched to a role profile/grade in the new grading structure. This will be applied, retrospectively as necessary, to academic staff with effect from 1 September 2006, and for support staff from 1 April 2007.

Once matching to a role profile/evaluation has been determined, the principles of assimilation to the new grade will apply, in discussion with the trade unions, as set out in Appendix 3.

Minimum entry points to new pay spine

The following minimum entry points to the new pay spine will apply:

Lecturer	spine point 32
Senior Lecturer	spine point 39
Principal Lecturer	spine point 44
Research Officer	spine point 26
Research Fellow	spine point 32
Senior Research Fellow	spine point 39
Principal Research Fellow	spine point 44

Role profiles and matching processes

Agreement has been reached on role profiles applicable to the academic roles listed above, copies of which are attached at Appendix 4.

A process for matching existing academic staff to these new role profiles on 1 August 2006 has been agreed with the academic trade unions and this is attached at Appendix 5. It is acknowledged that the matching process for individual posts may not happen until a later date, but it is agreed that once the matching process has been completed, this will be backdated to 1 August 2006. The parties agree that every effort will be made to complete the matching process for all existing staff by the end of December 2006.

Agreement has been reached that generic role profiles applicable to each grade/level applicable to all other staff will be developed in agreement with the recognised trade unions and a similar matching

process to that agreed with the academic trade unions, will apply to all support staff roles, research assistants and those currently designated as 'academic-related'.

The detail of these role profiles and associated matching process will be the subject of a separate agreement with the trades unions which it is expected will be in place by the end of September 2006. Once agreed, these will be added to Appendix 4 and 5 to this agreement.

All agreed generic role profiles will be evaluated and scored in conjunction with the trade unions to ensure that common grades are applied consistently across different job families and career pathways. The job evaluation scheme used to evaluate all generic role profiles and unique roles will be agreed with the trades unions and scoring panels will include trade union representatives.

Appeals against matching decisions

Any member of staff who is dissatisfied with the grade/role profile which they have been allocated following the matching process, will have a right of appeal against this decision. Appeals against matching decisions will be heard by a Panel of two people as set out below. Training/briefing will be provided for all members of appeals panels.

- For academic staff, the Panel will comprise 1 member of senior management (drawn from a pool of Deans and Senior Management Team members) and 1 member of the Professoriate.

- For support staff, the Panel will comprise two managers at appropriate level, relative to the role in question, one of whom will be familiar with the work area of the appellant, the other from a different work area.

The appeals panel will consider the evidence presented by the appellant and/or their representative and the Manager/Review Panel who reached the decision on matching to the grade allocated. The appellant will be asked to set out grounds for the appeal in advance, which may include reasons for disagreeing with a match against a generic role profile, or evaluation of a unique role. The appeal panel will make a recommendation to the Vice-Chancellor on whether or not to uphold the appeal and amend the grade allocated to the member of staff concerned. There will be no further level of appeal against the Vice-Chancellor's decision.

Salary protection and safeguarding

The agreed academic role matching process acknowledges that the nature and flexibility of academic roles is such that, where an academic member of staff is not undertaking the range of activities associated with the grade/level at which they are currently being paid, it is possible to remedy this by agreement of an action plan to ensure that staff are working at the appropriate level.

However, it is acknowledged that this is less likely to apply to support staff owing to the need to ensure that there are sufficient numbers of staff working at appropriate levels to cover the range of activities and responsibilities associated with specific functions and roles. If the match to a new grade results in a member of staff's spine point being only one point above the maximum of that grade, this point will be subject to indefinite personal protection for as long as the individual holds that role and the member of staff concerned will continue to receive annual cost of living awards. Where a member of staff is matched to a grade in the new structure whose maximum point is more than one spine point lower than the individual's existing salary, the existing salary will be protected at its cash level until the revaluation of the maximum spine point for the grade equals or betters that cash level. If the cash-protected salary remains higher than the maximum of the grade after 4 years from the date of implementation, the individual member of staff will be placed on the maximum point of the grade applicable to the role thereafter.

Any member of staff in receipt of other salary or grade protection as at 1 August 2006 will be assimilated to the new grade structure in line with this agreement which overrides any previous agreements on salary protection.

The treatment of allowances payable to specific groups of staff and other individual contractual entitlements which affect basic pay will be discussed and agreed with the relevant trades unions and a separate side agreement will be reached on these issues, which may include agreement to pay compensation in lieu of certain allowances. This will include agreement on payment of overtime rates.

Progression Within Grades

All staff covered by this agreement will have pay progression opportunities within the pay range for their grade. Progression within each pay range will depend on an individual's length of service and associated experience in the grade, with a normal expectation of annual progression up to the maximum spine point for their grade, subject exceptionally to established procedures for dealing with performance problems.

It is agreed that no use will be made of discretionary contribution points above the maximum for each grade. However, existing arrangements for the award of accelerated increments within grades will continue to apply.

Progression Between Grades

Progression of staff to a higher grade will be on an equitable and transparent basis, the details of which will be developed in partnership between the university and the recognised trades unions – acknowledging in particular established arrangements for progression of present Lecturer grades, and taking account of equal pay considerations.

The University of Brighton recognises that for lecturing staff, there is a normal expectation of progression from Lecturer (Ac2) to Senior Lecturer (Ac3) subject to (a) satisfactory performance of the individual and (b) assurance that the responsibilities are in accordance with the relevant role profile (as set out in Appendix 4.

Hourly-Paid lecturers and Teaching Fellows

A separate agreement has been reached on a revised Code of Practice covering the employment of hourly-paid lecturers (Appendix 7).

Agreement has also been reached on the treatment of Teaching Fellows in the School of Languages, who will transfer to standard lecturer contracts and be subject to the same treatment as for other lecturing staff, except that where such former teaching fellows teach on sub-degree level and certificate courses, their annual maximum teaching hours will be set at 700, instead of the 550 which applies to other lecturers teaching at degree and post graduate levels. (Appendix 8)

Staff Development and Review

The University of Brighton has an agreed Staff Development Review scheme which provides for regular development reviews for all staff – with a view to facilitating both the improvement of performance to meet institutional objectives and career development for individuals. It is agreed that this scheme will be reviewed in consultation with the trade unions with a view to reaching agreement on a revised scheme or schemes applicable to all staff groups to apply in 2007/8 onwards.

The University is committed to developing guidance on staff development and review, including ways of facilitating career development and progression for support staff.

Attraction and Retention Premia

It is agreed that where the university proposes to supplement pay rates, for some or all staff, where labour market conditions dictate, the guidelines set out in Appendix 6 will be followed, in discussion with the trade unions concerned.

Equal Opportunities and Pay

The university, in partnership with the recognised trades unions, will monitor and review the impact of the new arrangements by undertaking impact assessments and periodic equal pay audits, taking account of national guidance issued by JNCHES. All parties are committed to ensuring that the introduction of new pay and grading structures will not result in a disproportionate impact on men and women and will review the outcomes of role matching and job evaluation to ensure that there is no unlawful discrimination. The university will also consider the implications of this Framework Agreement - as regards equal pay for work of equal value and other equalities issues – for staff not covered by current national agreements.

Impact of the collective agreement

The terms of this collective agreement will be automatically incorporated into terms and conditions of employment for staff covered by new pay and grading structures and over-ride individual contractual entitlements.

It is acknowledged that nothing in this agreement affects individual statutory rights, e.g. to complain to Employment Tribunal about unequal pay.

Future discussions

The parties to this agreement are committed to further discussions on the practical implementation and review of revised pay and grading structures and associated issues including: use of RDS funds in 2005/6 for pay and grading, placement of new staff on salary scales, rationalisation and harmonisation of terms and conditions of employment such as annual leave and incremental dates.

Signed on behalf of the University by ....
(Vice-Chancellor)

....
(Deputy Vice-Chancellor)

Signed on behalf of UCU by ....

Signed on behalf of UNISON by ....

Date:......19 June 2006.............

LIST OF APPENDICES

NEW SINGLE PAY SPINE applicable from 1 August 2006

Spine point	August 2005	August 2006	February 2007
1	£11,060	11,575	11,691
2	£11,377	11,892	12,011
3	£11,703	12,218	12,340
4	£11,989	12,504	12,629
5	£12,335	12,850	12,979
6	£12,692	13,207	13,339
7	£13,009	13,524	13,659
8	£13,387	13,902	14,041
9	£13,778	14,293	14,436
10	£14,192	14,707	14,854
11	£14,618	15,133	15,284
12	£15,056	15,571	15,727
13	£15,508	16,023	16,183
14	£15,973	16,488	16,653
15	£16,452	16,967	17,137
16	£16,946	17,461	17,636
17	£17,454	17,978	18,157
18	£17,978	18,517	18,703
19	£18,517	19,073	19,263
20	£19,093	19,666	19,862
21	£19,645	20,234	20,437
22	£20,235	20,842	21,050
23	£20,842	21,467	21,682
24	£21,467	22,111	22,332
25	£22,111	22,774	23,002
26	£22,774	23,457	23,692
27	£23,457	24,161	24,402
28	£24,161	24,886	25,135
29	£24,886	25,633	25,889
30	£25,633	26,402	26,666
31	£26,401	27,193	27,465
32	£27,194	28,010	28,290
33	£28,009	28,849	29,138
34	£28,850	29,716	30,013
35	£29,715	30,606	30,913
36	£30,607	31,525	31,840
37	£31,525	32,471	32,795
38	£32,490	33,465	33,799
39	£33,445	34,448	34,793
40	£34,448	35,481	35,836
41	£35,482	36,546	36,912
42	£36,546	37,642	38,019
43	£37,643	38,772	39,160
44	£38,772	39,935	40,335
45	£39,935	41,133	41,544
46	£41,133	42,367	42,791
47	£42,367	43,638	44,074
48	£43,638	44,947	45,397
49	£44,947	46,295	46,758
50	£46,296	47,685	48,162
51	£47,685	49,116	49,607

GRADING STRUCTURE for 2006/7

Support staff grade structure	New 51 pt spine	Academic grade structure
Grade 10	51	Ac 5
Grade 10	50	Ac 5
Grade 9	49	Ac 4
Grade 9	48	Ac 4
Grade 9	47	Ac 4
Grade 9	46	Ac 4
Grade 9	45	Ac 4
Grade 9	44	Ac 4
Grade 8	43	Ac 3
Grade 8	42	Ac 3
Grade 8	41	Ac 3
Grade 8	40	Ac 3
Grade 8	39	Ac 3
Grade 7	38	Ac 2
Grade 7	37	Ac 2
Grade 7	36	Ac 2
Grade 7	35	Ac 2
Grade 7	34	Ac 2
Grade 7	33	Ac 2
Grade 7	32	Ac 2
Grade 6	31	Ac 1
Grade 6	30	Ac 1
Grade 6	29	Ac 1
Grade 6	28	Ac 1
Grade 6	27	Ac 1
Grade 6	26	Ac 1
Grade 5	25	
Grade 5	24	
Grade 5	23	
Grade 5	22	
Grade 5	21	
Grade 4	20	
Grade 4	19	
Grade 4	18	
Grade 4	17	
Grade 4	16	
Grade 3	15	
Grade 3	14	
Grade 3	13	
Grade 3	12	
Grade 3	11	
Grade 2	10	
Grade 2	9	
Grade 2	8	
Grade 2	7	
Grade 1	6	
Grade 1	5	
Grade 1	4	
Grade 1	3	
Grade 1	2	
Grade 1	1	

GRADING STRUCTURE for 2007/8

Support staff grade structure		New 51 pt spine	Academic grade structure	
	Grade 10	51		Ac 5
Grade 9		50	Ac 4	
		49		
		48		
		47		
		46		
		45		
	Grade 8	44		Ac 3
		43		
		42		
		41		
		40		
		39		
Grade 7		38	Ac 2	
		37		
		36		
		35		
		34		
		33		
		32		
	Grade 6	31		Ac 1
		30		
		29		
		28		
		27		
		26		
Grade 5		25		
		24		
		23		
		22		
		21		
	Grade 4	20		
		19		
		18		
		17		
		16		
Grade 3		15		
		14		
		13		
		12		
		11		
	Grade 2	10		
		9		
		8		
		7		
Grade 1		6		
		5		
		4		
		3		
		2		
		1		

ASSIMILATION OF INDIVIDUAL STAFF TO NEW PAY STRUCTURES

Assimilation will depend on how an individual's current substantive salary (*current pay*) relates to the pay range for the grade (*pay for grade*) of their present post as that grade has been determined following job evaluation.

Where *current pay* <u>matches</u> *pay for grade*:
- The individual will be paid at the point on the new spine equal to or immediately above their current pay; and
- The individual's grade will be confirmed forthwith.

Where *current pay* is <u>lower</u> than *pay for grade*:
- The individual is promoted to the appropriate higher grade and is paid at the bottom of the pay range for that grade. Except that, where the resulting increase in pay exceeds 10%, that increase may be phased over two years; **or**
- By agreement between the individual and management, the responsibilities of the post will be reduced such that (following reevaluation of the post) the grading of the post is reduced; **or**
- By agreement between the individual and management, the individual moves to a post at the lower grade.

Where *current pay* is <u>higher</u> than *pay for grade*:
- By agreement between the individual and management, the responsibilities of the post will be increased such that (following reevaluation of the post) the grading of the post is increased; **or**
- By agreement between the individual and management, the individual moves to a post at a higher grade if an appropriate one becomes available, and in the interim is offered a range of training and development opportunities to maximise his/her chances of an agreed move to a post at a higher grade, **or**
- The individual continues at their current pay level, on a protected basis, for a period of up to four years; after which his/her pay will be reduced to the highest point below the contribution threshold on the pay range appropriate for the post as graded following job evaluation.

AGREED ROLE PROFILES FOR ACADEMIC STAFF

Lecturer (AC2)

Teaching and Scholarship

Teach as a member of the lecturing team in a developing capacity within an established programme of study, with the assistance of a mentor if required

Teach in a developing capacity in a variety of settings from small group tutorials to large lecturers

Transfer knowledge in the form of practical skills, methods and techniques.

Identify the learning needs of students and define appropriate learning objectives

Ensure that content, methods of delivery and learning materials will need to meet the defined learning objectives

Develop own teaching materials, methods and approaches with guidance

Develop the skills of applying appropriate approaches to teaching

Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking

Supervise the work of students, provide advice on study skills and help them with learning problems

Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students.

Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback

Research and Scholarship

Reflect on practice and the development of own teaching and learning skills

Develop research objectives and proposals for own and/or joint research, with the assistance of a mentor if required

Conduct individual or collaborative scholarly or research projects

Continually update knowledge and understanding in field or specialism

Translate knowledge of advances in the subject area into the course of study

Write up the research work for publication

Communication

Deal with routine communication using a range of media

Communicate complex information, orally, in writing and electronically

Communicate material of a specialist or highly technical nature

Liaison and Networking

Liaise with colleagues and students

Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration

Join external networks to share information and ideas

Managing People

Agree responsibilities

Manage own teaching, research, scholarly and administrative activities, with guidance if required

Could be expected to oversee postgraduate students

Act as a mentor for students in capacity of personal tutor

Teamwork

Collaborate with academic colleagues on course development, curriculum changes and the development of research activity

Attend and contribute to subject group meetings

Collaborate with colleagues to identify and respond to students' needs

Pastoral Care

Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support

Appreciate the needs of individual students and their circumstances

Act as a personal tutor, giving first line support

Refer students as appropriate to services providing further help

Initiative, Problem-solving and Decision Making

Develop initiative, creativity and judgment in applying appropriate approaches to teaching and learning support and research activities

Respond to pedagogical and practical challenges

Share responsibility in deciding how to deliver modules and assess students

Contribute to collaborative decision making with colleagues on academic content and on the assessment of students' work

Planning and Managing Resources

Use teaching and research resources, laboratories and workshops as appropriate

Plan and manage own teaching and tutorials as agreed with mentor

Sensory, Physical and Emotional Demands

Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills

Balance with help the competing pressures of teaching, scholarship, research and administrative demands and deadlines

Work Environment

Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others

Expertise

Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching and research programmes

Engage in continuous professional development

Able to inspire students to learn

Develop familiarity with a variety of strategies to promote and assess learning.

Understand equal opportunity academic content and issues relating to student need

Senior Lecturer (AC3)

Teaching and Scholarship

Design teaching material and deliver either across a range of modules or within a subject area

Use appropriate teaching, learning support and assessment methods

Identify areas where current provision is in need of revision or improvement

Supervise student projects, students on field trips and, where appropriate, on placements

Set, mark and assess work and examinations and provide feedback to students

Contribute to the planning, design and development of objectives and material

Research and Scholarship

Engage in subject and professional research and pedagogy development as required to support teaching activities

Develop and produce appropriate learning materials on the basis of scholarly activity

Write or contribute to publications or disseminate research findings using other appropriate media such as presentations at conference or exhibit work in other appropriate events

Extend, transform and apply knowledge acquired from scholarship to teaching, research and external activities as appropriate

Identify sources of funding and contribute to the process of seeking funds for own scholarly activities, where appropriate

Communication

Prepare proposals and applications to external bodies, e.g. for funding and accreditation purposes

Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using a range of media

Liaison and Networking

Participate in and develop external networks, for example to identify sources of funding, contribute to student recruitment, secure student placements, market the institution, facilitate out reach work, generate income, obtain consultancy projects, or build relationships for future activities

Managing People

Advise and support colleagues with less experience and advise on personal development

Depending on the area of work could be expected to supervise the work of others, for example in research teams or projects or as a PhD supervisor

Co-ordinate the work of colleagues to identify and respond to students' needs, e.g. as a module leader

Teamwork

Act as a responsible team member and develop productive working relationships with other members of staff

Could be required to take the lead in a small scale project

Pastoral Care

Could be expected to act as a module or personal tutor

Initiative, Problem-solving and Decision Making

Develop ideas and find ways of disseminating and applying the result of research and scholarship

Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved

Sole responsibility for the design and delivery of own modules and assessment methods

Collaborate with colleagues on the implementation of assessment procedures and review student progress and retention

Develop ideas for generating income

Advise others on strategic issues such as student recruitment and marketing

Contribute to the accreditation of courses and quality control processes

Tackle issues affecting the quality of delivery within scope of own level of responsibility, referring more serious matters to others as appropriate

Planning and Managing Resources

As a module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met

Manage projects relating to own areas of work

Undertake administrative duties, for example, admissions, examinations, assessment of progress and student attendance

Sensory, Physical and Emotional Demands

Balance the pressures of teaching, research and administrative demands and competing deadlines

Work Environment

Depending on area of work and level of training received, may be expected to conduct risk assessment

Expertise

Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching and research programmes working with internal teams and external partners as necessary

Maintain required professional standing through professional practice and continuing professional development

Use appropriate delivery techniques to engage students

Principal Lecturer (AC4) – incorporates and builds on AC3

Teaching and Scholarship

Design, develop and deliver a range of programmes of study (sometimes for entirely new courses) at various levels or to new audiences and/or networks

Develop and apply innovative and/or appropriate teaching techniques and material which aim to create interest, understanding and enthusiasm amongst students

Review, on a regular basis, course content and materials, updating when required

Contribute to the development of teaching and learning strategies

Ensure that course design and delivery comply with the quality standards and regulations of the university and department

Research and Scholarship

Engage in, and possibly lead, pedagogic or subject research and other scholarly activities

Determine relevant research objectives and prepare research proposals

Contribute to the development of research strategies

Carry out independent research and/or act as principal investigator and project leader

Work in conjunction with others to apply subject knowledge to practice

Make presentations or exhibitions at national or international conferences and other similar events

Act as a referee for scholarly publications and contribute to scholarly peer assessment

Communication

Disseminate conceptual and complex ideas to a wide variety of audiences using appropriate media and methods to promote understanding

Liaison and Networking

Lead and develop internal networks

Lead and develop external networks

Develop links with external contacts such as other educational bodies, employers, and professional bodies to foster collaboration

Provide advice to other institutions or external bodies (e.g. external examining, professional advice, subject reviewer)

Managing People

Act as a personal mentor to peers and colleagues

Provide academic leadership to those working within programme areas, as course leader or equivalent, by for example co-ordinating the work of others to ensure that courses are delivered effectively or organising the work of a team by agreeing objectives and work plans

Resolve problems affecting the quality of course delivery and student progress within own areas of responsibility, referring more serious matters to others

Contribute to the development of teams and individuals or provide advice on personal development, for example through SDRs or team meetings

Teamwork

Lead teams within area of responsibility

Ensure that teams within the department work together

Act to resolve differences within and between teams

Pastoral Care

Be responsible for the system of tutorial support and/or for dealing with referred issues

Provide first line support for colleagues, referring them to sources of further help if required

Initiative, Problem-solving and Decision Making

Resolve problems affecting the delivery of courses within own educational programme and in accordance with regulations

Make decisions regarding the operational aspects of own educational programme

Monitor student progress and retention and initiate action where necessary

Contribute to decisions which have an impact on other related programmes

Provide advice on strategic issues such as the balance of student recruitment, staff appointments; and student/other performance matters

Spot opportunities for strategic development of new courses or appropriate areas of activity and contribute to the development of such ideas

Planning and Managing Resources

Be responsible for administrative duties in areas such as admissions, time-tabling, examinations, assessment of progress and student attendance

Responsible for the delivery of allocated educational programmes

Contribute to the overall management of the department in areas such as budget management and business planning

Contribute to school/departmental level strategic planning and where possible wider strategic planning processes in the institution

Plan and deliver research, consultancy or similar programmes

Be responsible for quality, audit and other external assessments in own areas of responsibility

Responsible for setting standards and monitoring progress against criteria for own area of responsibility

Sensory, Physical and Emotional Demands

Balance the pressures of teaching, research and administrative demands and competing deadlines

Work Environment

Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards

Expertise

Can demonstrate in-depth understanding of own specialism to enable the development of new knowledge and understanding within the field
Will normally be externally recognised in their subject area

Research Officer (Ac1)

Teaching and learning support

Assist in the supervision of student projects

Could be expected to contribute to introductory courses including preparing and delivering lectures and marking with guidance or developing others' expertise in the use of research methods and equipment

Develop own knowledge of teaching and learning methods

Research and scholarship

Has some research experience/expertise

Support the research of others by undertaking basic research for example by preparing, setting up, conducting and recording the outcome of experiments and field work, the development of questionnaires and conducting surveys

Undertake experiments and use methods designed by others and develop the ability to design experiments and methods appropriate to the research project

Conduct literature and database searches

Continue to update own subject knowledge and develop research skills
Contribute to research output by co-ordinating information, assessing its value and making recommendations

Communication

Write up results of own research

Assist with the dissemination of research output and results: this may include assisting in the design of a website, exhibition or broadcast media programme, for example

Contribute to the production of research reports and publications

Present information on research progress and outcomes to bodies supervising research, e.g. steering groups or the funding body

Prepare papers for steering groups and other bodies

Write minutes of meetings

Liaison and networking

Liaise with research colleagues, project partners and support staff on routine matters such as planning meetings, communicating details of expenditure or gathering information for project reports

Make internal and external contacts to develop knowledge and understanding and form relationships for future collaboration

Managing people

Provide guidance as required to support staff and any students who may be assisting with the research

Teamwork

Actively participate as a member of a research team

Attend and contribute to relevant meetings, e.g. represent the project on school or faculty steering group

Pastoral care

Show consideration to others

Support managers' awareness of any developing problems

Initiative, problem-solving and decision-making

Make use of standard research techniques and methods

Deal with problems which may affect the achievement of research objectives and deadlines

Contribute to decisions affecting the work of the team

Analyse and interpret the results of own research and generate original ideas based on outcomes

Planning and managing resources

Plan own day-to-day research activity within the framework of the agreed programme

Co-ordinate own work with that of others to avoid conflict or duplication of effort

Contribute to the planning of research projects

Administer smaller project budgets, including advice on cost-effective expenditure

If supporting collaborative projects, may assist with tracking progress in each institution against grant requirements

Sensory, physical and emotional demands

These will vary from relatively light to a high level depending on the discipline and the type of work

Carry out tasks that require the learning of certain physical skills

Work environment

Is required to be aware of the risks in the work environment

Expertise

Possess sufficient breadth or depth of specialist knowledge in the discipline and be developing further skills in and knowledge of research methods and techniques

Work flexibly in order to meet deadlines according to the demands of the research project

Research Fellow (Ac2)

Teaching and learning support

Be involved in the assessment of student knowledge and supervision of projects

Act as mentor to less experienced researchers.

Develop research supervision skills and assist in the development of student research skills

Contribute to the teaching, tutoring and learning programmes in the school

Research and Scholarship

Develop research objectives and proposals for own or joint research, with the assistance of a mentor if required

Conduct individual and collaborative research projects

Contribute to writing up research work for publication or dissemination of research findings using other appropriate media or do this under supervision

Continually update knowledge and understanding in field or specialism

Translate knowledge of advances in the subject area into research activity

Make presentations at national conferences or exhibit work in other appropriate events

Communication

Deal with routine communication using a range of media

Communicate complex information, orally, in writing and electronically

Prepare proposals and applications to external bodies, e.g for funding and accreditation purposes

Communicate material of a specialist or highly technical nature

Liaison and networking

Liaise with colleagues and students

Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration

Join external networks to share information and identify potential sources of funds

Managing people

Manage own research and administrative activities, with guidance if required

Ensure own research is undertaken according to governance, ethical and quality assurance guidelines

Contribute to supervision and mentoring of research students

Teamwork

Collaborate with academic colleagues on areas of shared research interest

Work with colleagues of joint proposals, as required

Attend and contribute to relevant meetings

Pastoral care

Mentor research students and less-experienced researchers, advising them on standard problems and referring non-standard issues to staff with appropriate expertise.

Initiative, problem-solving and decision making

Use new research techniques and methods

Use initiative and creativity to identify areas of research, develop new research methods and extend the research portfolio

Use creativity to analyse and interpret research data and draw conclusions on the outcomes

Contribute to collaborative decision making with colleagues in areas of research

Generate ideas associated with research

Planning and managing resources

Use research resources, laboratories and workshops as appropriate

Plan and manage own research activity in collaboration with others

Help to plan and implement third stream commercial and consultancy activities

Sensory, physical and emotional demands

These will vary from relatively light to a high level depending on the discipline and the type of work

Carry out tasks that require the learning of certain skills

Balance, with help, the competing pressures of teaching, scholarship, research and administrative demands and deadlines

Work environment

Required to be aware of the risks in the work environment and their potential impact on own work and that of others

Expertise in the subject area

Possesses sufficient breadth or depth of specialist knowledge in the discipline and of research methods and techniques to work within established research programmes

Engage in continuous professional development

Understand equal opportunity, academic content and issues relating to student need

Senior Research Fellow (Ac3)

Teaching and learning support

Supervise postgraduate research students.

Contribute to the development of and training in research methods and methodology and research structuring and planning

Research and Scholarship

Develop research objectives, projects and proposals

Contribute to the development of research strategies in the school

Develop proposals for research projects which will make a significant impact by leading to an increase in knowledge and understanding and the discovery or development of new explanations, insights, concepts or processes

Generate new research approaches and identify, adapt, develop and use research methodologies and techniques appropriate to the type of research

Independent publication or dissemination of research findings using other appropriate media

Extend, transform and apply knowledge acquired from scholarship to research and to appropriate external activities

Identify sources of funding and contribute to the process of seeking funds

May also present at international conferences or appropriate international events

Communication

Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using a range of media

Liaison and networking

Collaborate actively within and without the Institution to complete research projects and advance thinking

Participate in and develop external networks, for example to identify sources of funding, generate income, obtain consultancy projects, or build relationships for future activities

Managing people

Support colleagues in developing their research techniques

Contribute to the development and implementation of research governance, ethics and quality assurance, including the university's bid process

Mentor colleagues with less experience and advise on personal development

Supervise the work of others, for example in research teams or projects

Teamwork

Take a lead responsibility for a small research project or identified parts of a large project.

Develop productive working relationships with other members of staff

Co-ordinate the work of colleagues within a small research team to ensure equitable access to resources and facilities

Pastoral care

Deal with standard problems and help colleagues resolve their concerns about progress in research

Initiative, problem-solving and decision making

Develop ideas for application and exploitation of research outcomes

Assess, interpret and evaluate outcomes of research.

Make decisions regarding the operational aspects of own research programme

Resolve problems of meeting research objectives and deadlines

Develop ideas for generating income and promoting research area

Decide on research programmes and methodologies, often in collaboration with colleagues and sometimes subject to the approval of the head of the research programme on fundamental issues

Generate ideas and initiatives that influence the direction of research

Planning and managing resources

Manage the use of research resources and ensure that effective use is made of them

Plan, co-ordinate and implement research programmes

Manage and monitor research budgets

Plan and manage own third stream commercial consultancy assignments

Sensory, physical and emotional demands

Balance the pressures of teaching, research, third stream, outreach and administrative demands and competing deadlines

Work environment

Conduct risk assessment, reduce hazards and take responsibility for the health and safety of others

Expertise

Possess sufficient breadth or depth of specialist knowledge in the discipline to challenge or lead thinking and develop research programmes and methodologies

Use a range of delivery techniques to enthuse and engage students

Recognised authority in the subject area

Principal Research Fellow (Ac4)

Teaching and learning support

Supervise the work of postgraduate students and the research team. Develop and train others in research methods and methodology and research structuring and planning.

Contribute to teaching, learning and curriculum development

Research and Scholarship

Define research objectives and questions

Contribute to the development of research strategies in the school

Act as principal investigator on major research projects, responsible for the academic leadership of the project and management of the research and related activities.

Interpret findings obtained from research projects and develop new insights, expanding, refining and testing hypotheses and ideas

Actively seek significant amounts of research funding and secure it as far as is reasonably possible

Make presentations at international conferences or exhibit work in other appropriate international events.

Contribute generally to the development of thought and practice in the field

Communication

Disseminate conceptual and complex ideas to a wide variety of audiences using appropriate media and methods to promote understanding

Liaison and networking

Lead and develop internal networks for example by chairing and participating in Institutional committees

Contribute to the development of research and collaborative partnerships with other external bodies.

Lead and develop external networks for example with other active researchers and leading thinkers in the field

Develop links with external contacts such as other educational and research bodies, employers, and professional bodies and other providers of funding and research initiatives to foster collaboration and generate income

Managing people

Provide academic leadership to those working within research areas by for example co-ordinating the work of others to ensure that research projects are delivered effectively and to time or organising the work of a team by agreeing objectives and work plans.

Contribute to the development of teams and individuals and provide advice on personal development

Lead and manage research governance, ethics and quality assurance processes

Act as a personal mentor to peers and colleagues

Teamwork

Lead teams within area of responsibility and contribute to the development and communication of a clear vision of the unit's strategic direction.

Ensure that teams within the department work together

Act to resolve conflicts within and between teams

Pastoral care

Responsible for dealing with referred issues for students within own project areas.

Provide first line support for colleagues, referring them to sources of further help if required

Initiative, problem-solving and decision making

Resolve problems affecting the delivery of research projects within own area and in accordance with regulations

Make decisions regarding the operational aspects of own research programme and programmes within the school

Generate ideas leading to major new research programmes

Contribute to decisions which have an impact of other related programmes

Provide advice on issues such as ensuring the adequate balance of research projects, appointment of researchers and other performance matters

Spot opportunities for strategic development of new projects or appropriate areas of activity and contribute to the development of such ideas

Planning and managing resources

Plan and deliver research, and third stream commercial consultancy or similar programmes and ensure that resources are available

Responsible for the delivery of own research programmes

Contribute to the overall management of the department in areas such as budget management and business planning

Be involved in departmental level strategic planning and contribute to wider strategic planning processes in the institution

Contribute to the management of quality, audit and other external assessments

Sensory, physical and emotional demands

Balance the pressures of teaching, research, third stream, outreach and administrative demands and competing deadlines

Work environment

Conduct risk assessment, reduce hazards and take responsibility for the health and safety of others

Expertise in the subject area

Acknowledged outside the institution as being a leader in the field.

In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field

Nationally recognised authority in the subject area

2006 Framework Agreement – Academic staff Matching Proforma (AC4)

Principal Lecturer

This grade is used for academic posts which involve leadership functions, either in the field of teaching, or in research, or in third stream activity, or in a combination of these. Leadership, in this context, involves responsibility for significant elements of the work of a school or a faculty (eg courses or research projects), including, delivery, quality assurance and resource management.

Part 1:   Essential characteristics of posts at this level: (either 1/2 or 3/4 or a combination of these must be fully met)

		Fully met	Partly met	Not met
1	Responsibility for the design, development and delivery of a range of programmes of study (sometimes for entirely new courses at various levels or to new audiences or networks			
2	Ensure that course design and delivery comply with the quality standards and regulations of the university and school/faculty			
3	Engage in, and be able to lead, pedagogic or subject research and other scholarly activities			
4	Carry out independent research or act as principal investigator or project leader			

Part 2:   Further characteristics of posts at this level: (at least 60% of these must be fully met, or 75% partly met, with all elements covered, i.e. at least one element in each category)

		Fully met	Partly met	Not met
	Teaching and Scholarship			
1	Develop and apply innovative and/or appropriate teaching techniques and material which aim to create interest, understanding and enthusiasm amongst students			
2	Review, on a regular basis, course content and materials, updating when required			
3	Contribute to the development of teaching and learning strategies			
	Research and Scholarship			
4	Determine relevant research objectives and prepare research proposals			

		Fully met	Partly met	Not met
5	Contribute to the development of research strategies			
6	Work in conjunction with others to apply subject knowledge to practice			
7	Make presentations or exhibitions at national or international conferences and other similar events			
8	Act as a referee for scholarly publications and contribute to scholarly peer assessment			
	Communication			
9	Disseminate conceptual and complex ideas to a wide variety of audiences using appropriate media and methods to promote understanding			
	Liaison and Networking			
10	Lead and develop internal networks			
11	Lead and develop external networks			
12	Develop links with external contacts such as other educational bodies, employers, and professional bodies to foster collaboration			
13	Provide advice to other institutions or external bodies (e.g. external examining, professional advice, subject reviewer)			
	Managing People			
14	Act as a personal mentor to peers and colleagues			
15	Provide academic leadership to those working within programme areas, as course leader or equivalent, by for example co-ordinating the work of others to ensure that courses are delivered effectively or organising the work of a team by agreeing objectives and work plans			
16	Resolve problems affecting the quality of course delivery and student progress within own areas of responsibility, referring more serious matters to others			
17	Contribute to the development of teams and individuals or provide advice on personal development, for example through SDRs or team meetings			

		Fully met	Partly met	Not met
	Teamwork			
18	Lead teams within area of responsibility			
19	Ensure that teams within the department work together			
20	Act to resolve differences within and between teams			
	Pastoral Care			
21	Be responsible for the system of tutorial support and/or for dealing with referred issues			
22	Provide first line support for colleagues, referring them to sources of further help if required			
	Initiative, Problem-solving and Decision Making			
23	Resolve problems affecting the delivery of courses within own educational programme and in accordance with regulations			
24	Make decisions regarding the operational aspects of own educational programme			
25	Monitor student progress and retention and initiate action where necessary			
26	Contribute to decisions which have an impact on other related programmes			
27	Provide advice on strategic issues such as the balance of student recruitment, staff appointments; and student/other performance matters			
28	Spot opportunities for strategic development of new courses or appropriate areas of activity and contribute to the development of such ideas			
	Planning and Managing Resources			
29	Be responsible for administrative duties in areas such as admissions, time-tabling, examinations, assessment of progress and student attendance			
30	Responsible for the delivery of allocated educational programmes			
31	Contribute to the overall management of the department in areas such as budget management and business planning			

		Fully met	Partly met	Not met
32	Contribute to school/departmental level strategic planning and where possible wider strategic planning processes in the institution			
33	Plan and deliver research, consultancy or similar programmes			
34	Be responsible for quality, audit and other external assessments in own areas of responsibility			
35	Responsible for setting standards and monitoring progress against criteria for own area of responsibility			
	Sensory, Physical and Emotional Demands			
36	Balance the pressures of teaching, research and administrative demands and competing deadlines			
	Work Environment			
37	Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards			
	Expertise			
38	Can demonstrate in-depth understanding of own specialism to enable the development of new knowledge and understanding within the field			
39	Will normally be externally recognised in their subject area			

Part 3: Indicators of activities considered to support the judgements in Parts 1 and 2.

No	Brief detail of indictators of performance against elements which are fully or partly met, (*e.g. course leader for MA in People Management, Subject Leader for Law; external examiner for 4HEIs; record of publications/grants over the past 5 years.*)

Completed by: ....(Head of School/Dean)   Date:............................

NB: **Similar proforma will be developed for Ac2 and Ac3**

Appendix 4b

Support staff role profiles

To follow once agreed with the trade union side – see main text of the agreement

Appendix 5

Role Matching Process for Academic Staff

The locally agreed Academic Role Profiles will be evaluated and scored by a joint Personnel and trade union panel and used as benchmarks against which individual staff are matched.

1. Individual Heads of School will undertake the role matching process in consultation with the academic member of staff and will record the decision made on a proforma agreed between university management and the trade unions (se Appendix 4A).

2. In exceptional circumstances where it would be inappropriate for the Head of School to undertake this matching, Deans will agree an alternative person to carry out this matching according to the individual circumstances, e.g. Dean, Deputy Head of School, in consultation with the Personnel Department.

3. Training and briefing in role matching training to be provided for all managers involved in role matching, (a short half day practical session).

4. The matching process will be undertaken by completion of a proforma jointly by the Head of School and the individual member of staff which lists the criteria for each role and the evidence which is considered to justify a match.

5. Members of academic staff should complete the proforma assessing their role against each of the criteria, noting the evidence which supports the match and pass the completed proforma to their Head of School (or alternative).

6. Heads of School (or alternative nominated by the Dean) should complete their section of the proforma, indicating their assessment of each member of academic staff by comparing their role against the benchmark roles, (the agreed locally modified National Library role profiles), and identify the likely best fit for each individual. The completed proforma showing the individual and Heads' assessment against the role profile elements should be copied to the member of staff concerned.

7. Where the Head and member of staff agree that the individual's role achieves the necessary match, and this match is equivalent to the current grade/level e.g. current SL to new level Ac3, and both parties agree, the Personnel Department will be notified and this level will be applied.

8. Where the individual is matched to a different level role, e.g. current SL to new level Ac4, details of the matching proforma and supporting evidence will be presented to a central Panel (the Advisory Panel on Staffing) who will review the evidence and reach a decision on whether the requisite criteria for the new grade are met in respect of the member of staff concerned.

9. Where there is disagreement between the manager and the individual as to which role/level is the best fit:, the completed proforma and supporting evidence will be submitted to a Review Panel comprising two members: one nominated by the academic trade unions and one by Management who will review the evidence, and make a recommendation to the Advisory Panel on Staffing on the grade/level to be applied to the member of staff's role. In the event of the review panel disagreeing, a grade will be allocated by the Advisory Panel on Staffing, having considered the evidence, and any recommendations and representations offered by the Review Panel, Head of School and/or individual member of staff.

10. Where it is acknowledged that the member of staff is not undertaking sufficient of the range of duties at the level equivalent to their current grade (e.g. a PL does not meet the minimum requirements of the new level Ac4), an action plan will be drawn up and agreed between the

Head of School and member of staff to enable them to meet the requirements of the new level. Such staff will only progress to any additional increment within their grade following a review which indicates that progress is being made with the agreed action plan to meet the criteria for that grade. If the member of staff disagrees with this decision, it shall be referred to the Advisory Panel on Staffing who will approve or overturn the Head's recommendation as appropriate.

11. **Appeals**

There will be an opportunity for staff to raise a formal appeal against being matched to an incorrect benchmark role profile. Appeals must be lodged within 20 working days of notification of the role matching decision setting out the grounds for appeal.

The appeal will be heard by a Panel in accordance with the principles laid down in the agreement on implementing the Framework Agreement, who will make a recommendation on the appropriate grade to be applied to the Vice-Chancellor. The Vice-Chancellor's decision on the grade to be awarded to an individual member of staff will be final and there is no further right of appeal using internal university procedures.

NB Support Staff Matching process to follow once agreed with UNISON

GUIDELINES FOR USE OF ATTRACTION AND RETENTION PREMIA

The use of attraction and retention premia (market supplements) will only be used in the following circumstances:

- There is a demonstrable business need for each attraction and retention premium.
- There is a clear method for determining the appropriateness of attraction and retention premia, including sources of market pay data.
- The rationale for an attraction and retention premium is recorded.
- Consideration has been given to exploring other ways of attracting and retaining staff, for example, by offering continuous development and career opportunities, or offering the scope, support and facilities to engage in leading edge teaching or research.

Any decision to apply attraction and retention premia will be agreed by the Vice-Chancellor, or nominee. Regular reviews of all attraction and retention premia will take place, including of their equal pay implications. Action will be taken if a review establishes that an attraction and retention premium should be reduced or withdrawn (including any phasing or period of pay protection considered appropriate).

The procedure for introducing an attraction and retention premium will be as follows:

- Identify jobs, at any level, where difficulties in attracting and retaining high quality staff can be demonstrated (a belief that it will be difficult to recruit to a particular post is insufficient).
- Assemble the evidence (such as data from published or specially commissioned pay surveys, and/or systematic analysis of advertised pay rates) that the proposed attraction and retention premia can be objectively justified.
- Decide which employees are eligible for each attraction and retention premium, including existing staff.
- Determine the level of premium required in each case.
- Record the rationale for each attraction and retention premium in the personnel file of all those to whom they are paid, and notify the individuals concerned explicitly as regards the basis of the additional payment they will receive.
- Include in the contract of employment the conditions under which an attraction and retention premium is paid and may, in certain circumstances, be reduced or withdrawn in accordance with the agreed policy.
- Review at least every other year (but preferably once a year) the case for preserving, amending or withdrawing each attraction and retention premium in accordance with the policy guidelines.
- As part of a regular equal pay review process, identify the proportions, in the groups to whom attraction and retention premia are paid, of men and women, of different racial groups, and of those with disabilities. Check that differences between the pay of those carrying out like work, work rated as equivalent or work of equal value, which arise from attraction and retention premia, can be objectively justified and, if not, that corrective action is taken.

University of Brighton

Part time hourly paid lecturers – revised Code of Practice

1.   Appropriate circumstances for employing lecturers on an hourly-paid basis

1.1   The university may employ lecturers on an hourly -paid basis to supplement the university's core teaching staff base, to provide specialist input to courses and to meet unpredictable or short-term demands for teaching, for example on short courses, or for short-term sickness absence.

1.2   An hourly-paid contract will normally only be used in circumstances where the hours to be worked cannot be predicted in advance, or is variable from week to week. In these circumstances, a retrospective claim for the work actually carried out needs to be made.

1.3   Where the need for cover is long term and there is a specific end date or purpose (e.g. cover for secondment or maternity leave or study leave or long-term sick leave) a different form of temporary contract (fixed term or contract of indefinite length) should be used.

1.4   Hourly paid contracts will normally only be appropriate in the following circumstances, and will be, with the exception of research students and short course delivery, for a maximum of 50 hours:-

- to sustain part of a programme/course pending a permanent appointment or to cover some lectures/duties in the absence of a member of staff ;

- for visiting lecturers (e.g. practising professionals) providing specialist input to courses;

- to facilitate the employment of research students in the interests of their career development, subject to a limit of 180 hours per year;

- for the delivery of non-HEFCE-funded courses, where these are subject to local market forces (e.g. group 5 commercial income courses);

- to deliver courses of below diploma level.

2.   Responsibilities of hourly paid lecturers

2.1   Hourly-paid lecturers are required to have a clear focus on teaching and the core duties and responsibilities which they are expected to undertake are set out below:

- Design teaching material and deliver using appropriate teaching, learning support and assessment methods.
- Carry out teaching and associated administrative tasks within an established programme of study
- Set and mark assignments, assess the work and progress of students and provide constructive feedback to students
- May co-ordinate small modules, in own subject area
- Attend and participate in module team meetings, liaising with colleagues as necessary

- Engage in the requisite scholarly activity that will maintain their familiarity with current developments in their academic field which is necessary for the preservation of their academic standing
- Reflect on practice and development of teaching and learning skills
- Continually update knowledge and understanding in field or specialism
- Contribute to internal and external quality assurance processes within the scope of the role
- Understand equal opportunities in relation to academic content and issues relating to student need.

3. Grade, rates of pay and progression

3.1   A comparison of the actual duties of the hourly-paid lecturer will be made against the generic role descriptions used within the university. A grade and starting salary will be allocated from which the hourly rate will be calculated from the annual full-time salary for the grade. The university expects hourly-paid staff to be appointed at a minimum of grade Ac2.

3.2   Where an hourly-paid lecturer is undertaking the full duties of an AC3 role they will be paid at the minimum spine point for that grade. This situation should only occur in exceptional circumstances and the university would expect that such work would normally be undertaken under a fractional lecturing contract.

3.4   Hourly rates will be calculated by reference to a comprehensive scheduled teaching hour rate (or rates) which already includes, payment for all related work - but not holiday pay which will be separate and in addition, paid either at the same time as payment for teaching or at the time holiday is taken.

3.5   In calculating a comprehensive scheduled teaching hour rate, the university will consider all the requirements of the job. This information will indicate the level and range of demand required of the post-holder in relation to all associated duties, including necessary assessment and development work within periods of the year when formal teaching occurs. Subject to job requirements, typically this will mean payment for 1.5 additional hours for each hours teaching, for such associated duties although this may be varied in specific circumstances to reflect particular job requirements.

3.6   Incremental progression recognises that competence improves year on year with experience. The equivalent service provision for hourly-paid lecturers to qualify for incremental progression is to undertake teaching over a period of 13 consecutive weeks within one academic year.

3.7   Where an hourly-paid lecturer completes 13 consecutive weeks within one academic year they will qualify for incremental enhancement. Incremental progression will be awarded at the beginning of the year following completion of the required service. Where there is a gap in service (i.e. no work undertaken in any academic year) the hourly-paid lecturer will commence subsequent work at the spine point they were engaged on when they last worked for the university.

4. Recruitment

4.1   Faculties and departments/schools are responsible for the recruitment of hourly-paid lecturers in accordance with the advice and guidance issued by the Personnel Department.

4.2   In recruiting hourly-paid staff, deans and heads of department/school are required to comply with the university's equal opportunities policy.

4.3 Faculties and departments/schools must ensure that all hourly-paid staff are interviewed and that the following are obtained prior to appointment and commencement of work:

- Application form or C.V including two referees who must be contacted
- Completed equal opportunities form
- Completed health questionnaire
- National Insurance Number
- Other proof of identity, e.g. birth certificate
- Completed bank details form

5. Staff Development

5.1 Hourly-paid lecturers will have access to the school's staff development plans. Where hourly-paid staff are engaged for more than one academic year, they will be offered a Staff Development Review (SDR) to ensure that their needs are included and addressed, and will be encouraged to attend staff development events as appropriate.

5.2 Special arrangements will be made to integrate hourly-paid into a department/school and to ensure that they receive adequate and helpful information. Where appropriate, a colleague will be assigned as a mentor. Particular attention will be given to supporting hourly-paid who work at remote sites and/or during the evenings and at weekends."

Agreed at JNC 29/3/06

University of Brighton

School of Languages Teaching Fellow Agreements –Revised arrangements for 2006/7

1.   Background

1.1   The Teaching Fellow contract of employment was introduced several years ago following negotiation with LCIG and the agreement has been subject to review in recent years.

1.2   The main differences between Teaching Fellow contracts and standard Lecturer contracts are as follows:

- Title
- Teaching Fellow contracts are typically temporary for 2 years
- Bar on progressing to Senior Lecturer
- Total number of maximum teaching hours: 800 v. 550
- Nature of workload: commercial, elementary, certificate teaching

1.3   The Teaching fellow contract was set up in order to provide more stable contracts for staff teaching on a range of intensive English Language non-award bearing courses (functioning as Group 5 or 'commercial' activity) and on sub-degree level modern language courses as part of the School's modern language programme (formally Certificate and Diploma in Modern Languages, now University Certificate programme in Languages). In both these cases, student recruitment can be unpredictable; hence the typically temporary nature of Teaching Fellow contracts.

2.   Revised arrangements for 2006/7

2.1   *Teaching fellows will no longer have a different title and will be entitled to permanent contracts and progression under the same framework as Lecturers*

In practice, Teaching Fellows are Lecturers who may undertake more teaching hours in specified circumstances than under the standard 1990 Lecturer's national contract agreement. The duties of the role fall within the role profile for grade Ac2 and it is unhelpful to distinguish between these two categories of academic staff.

The same reasons for issuing fixed-term standard Lecturer contracts will apply to Teaching Fellows. The standard guidelines for progression and promotion will apply to Teaching Fellows who may undertake higher level responsibilities such as course-development and co-ordination.

2.2   *Full time "Teaching Fellow/Lecturers" will be entitled to an annual minimum of 200 hours for administration/staff development, and a maximum of 700 teaching hours where they are teaching on short, intensive, certificate or sub-degree level courses.*

At present, the Teaching Fellow contract (800 hours teaching, and 800 teaching-related hours) excludes allocations for general School-related administration and staff development and scholarly activity (accounted at 320 hours out of 1600 annual hours in lecturing contract).

The lack of 'admin/staff development' allocation effectively limits the active involvement of teaching fellows in the development of the school and their own staff development. Teaching Fellow/Lecturers would be expected to engage more fully than at present[1] in general administration, including e.g. course promotion, Open Days, module coordination.

However, for the type of teaching currently associated with the Teaching Fellow contract – typically on intensive English Language Courses and on University Certificate languages courses (up to equivalent of standard degree level) – 'scholarly activity' and research are *not* expectations.

Teaching Fellow/Lecturers should have opportunities to engage in course development, administration and co-ordination. This would be allocated in their workload as and when appropriate following the annual SDR discussion/consultation over a lecturer's duties in the normal way.

2.3 *The definition of teaching for which there is an annual maximum of 700 hours is 'that which does not require significant scholarly activity and research', i.e. typically support teaching, sub-degree level or intensive teaching.*

The definition of 'short' courses includes 'intensive' courses, where 'intensive' refers to delivery in the region of 15-20 hours a week for the same course, and that teaching – where the annual maximum is 700 hours - is specified as 'support or sub-degree level teaching (e.g. technical instruction, teaching on University Certificate in Languages courses up to degree equivalent level) which does not require significant research and scholarly activity'.

Where the limit of 10% teaching on other School of Languages courses by new Teaching Fellows/Lecturers is exceeded, the annual maximum teaching hours be reduced accordingly to ensure that all teaching on degree level, M-level and dissertation supervision, is within the 550 hour maximum, and attracts the usual 20% time allocation for research and scholarly activity.

SUPERSEDED NATIONAL AGREEMENTS

The pay and grading elements of the following agreements, will be superseded by the pay structures implemented under the terms of this Framework Agreement.

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

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

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

Note:

During the further discussions necessary to complete implementation of the Framework Agreement locally, revised versions of these national agreements will be produced for agreement on the necessary revisions in consultation with the trade unions.

University of Brighton

Amendment to the Collective Agreement – Implementation of the national Framework Agreement (Appendix 4b- Support Staff Role Profile Matrix)

As part of the Collective Agreement, the implementation of the national Framework Agreement the university and its recognised trade unions committed to further discussion on the practical implementation of revised pay and grading structure and associated issues.

In line with the agreement a review of the support staff role profile matrix (Appendix 4b Support Staff Role Profile Matrix) was undertaken by the university, in partnership with Unison, and has resulted in some minor modifications being made to it.

The modifications were agreed by Unison at the Support Staff Common Interest Group on 28th October 2009.

The signatories to this document agree that the arrangement set out above shall constitute the agreement to the revised support staff role profile matrix, and its incorporation into the terms and conditions of support staff.

Signed on behalf of the university

D.E Hov

Deputy (Vice-Chancellor)

Date 16 February 2010

Signed on behalf of UNISON

C. M. Hanson

Date 15 February 2010

Name (block capitals)

CAROLE HANSON