

**GOLDSMITHS**  
**University of London**

**AGREEMENT ON**  
**MODERNISATION OF PAY STRUCTURES**

**APRIL 2008**  
(UPDATED OCTOBER 2008)

## **Introduction**

In 2003, the national Joint Negotiating Committee for Higher Education Staff agreed a Framework Agreement for the Modernisation of Pay Structures. It provided the Framework to all Higher Education Institutions for local discussion and implementation.

The Framework Agreement covers the introduction of a single pay spine and the harmonisation of terms and conditions.

Since 2004, Goldsmiths' Management has been negotiating with the Universities and Colleges' Union and UNISON on the application of the Framework in Goldsmiths, University of London.

It was agreed that a Job Evaluation Process would be used to evaluate the roles of all those staff covered under the Framework Agreement. The chosen Job Evaluation Method was HERA. (Higher Education Role Analysis).

The following details the agreement reached between Goldsmiths, UCU and UNISON. Under this agreement there will be a transfer date onto the new pay scale of 1 August 2006, with any pay increases backdated to that date, with interest on any back pay. You will receive information about your role, and the point on the new salary scales to which you transfer, in July 2008.

**Ron Harley**  
**Regional Officer, UNISON**

**Des Freedman,**  
**President of Goldsmiths' UCU**

**Chris Pearson,**  
**Director of Human Resources,**  
**Goldsmiths, University of London**

*Goldsmiths, University of London*  
*April 2008, (Updated October 2008)*

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## Grading Structure

Grade	Min HERA points	Max HERA points	Grade Min Point	Grade Max Point	Disc Min Point	Disc Max Point
10	611	max	50	51		
9	490	610	45	49	50	51
8	381	489	38	43	44	45
7	311	380	32	36	37	38
6	277	310	27	30	31	32
5	221	276	22	27	28	28
4	191	220	18	22	23	23
3	171	190	14	18	19	19
2	158	170	8	14**	15	15
1	140	157	2	8*	9	9

\*\*No point 11

\*No point 5

**ASSIMILATION OF INDIVIDUAL STAFF TO NEW PAY STRUCTURES**

1. This document sets out the basic arrangements for how staff will move from the current nationally agreed pay scales to the new pay structures established within the terms of the Framework Agreement. The Framework Agreement has been agreed between Goldsmiths, University of London, and the Trades Unions, effective from 1 August 2006.
2. Assimilation will depend on how an individual's current pay relates to the pay range for the grade following job evaluation, which may be via sampling based upon generic role profiles, or unique role profiles.

For the purposes of assimilation only, and to limit the amount of red circling (see below), where it is appropriate staff will be allocated to the appropriate new salary scale within the contribution points range.

In the interests of protecting the expectations of existing members of staff, where the grade to which they transfer has a lower maximum automatic salary point than the maximum automatic salary point of the grade from which they transferred, and their post is not red-circled, then they will be guaranteed automatic progression to the contribution points for the new grade.

3. Where *current pay matches* (ie, falls within) *the pay for the grade (white-circled)*:
  - 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 a member of staff transfers to a grade which has a lower maximum point (excluding contribution points) than their current grade (excluding contribution points), they will have all of the same opportunities for job review as apply to red circled staff. (see below).

4. Where *current pay is lower* than *the pay for the grade (green-circled)*:
  - The individual is promoted to the appropriate higher grade and is paid at the bottom of the pay range for that grade;**or**
  - By agreement between the individual and management, the responsibilities of the post will be reduced such that (following re-evaluation 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 if an appropriate one becomes available.

5. Where *current pay* is higher than *the pay for the grade (red-circled)*:
- 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 moves to the point on the new spine equal to or immediately above their current pay and continues at this level, on a protected basis, for a period of five years, with the annual pay award being applied in years one and two. At the end of the pay protection period, his/her pay will be reduced to the highest point including the contribution point(s) on the pay range appropriate for the post as graded following job evaluation. There will be no further incremental progression during the pay protection period.

Both sides wish to minimize and eliminate red-circling as far as possible. Where the above measures do not move staff from red-circling in the first year of operation of this agreement, all remaining cases will be individually reviewed on an annual basis.

6. All roles which are red circled will automatically be reviewed before the expiry of the deadline for appeals. All roles which remain red circled after review and appeal will automatically be reviewed on an annual basis.
7. Salary increases that arise from this process will be backdated to 1 August 2006, with interest paid on any salary arrears.

**ASSIMILATION TO THE NEW PAY AND GRADING STRUCTURE**

**APPEALS PROCESS**

**INTRODUCTION**

8. Goldsmiths requires the HERA process to be fair, transparent, equitable and free from bias.
9. This Appeals Process applies to appeals against grading outcomes after role analysis has been carried out, whether in full or where a role has been 'matched in' as a result of a simplified role analysis process. It cannot be used by role holders who decline to take part in role analysis.
10. Role holders can initiate this Appeals Process only after they have been formally notified of the grade that applies to their role. As described below, this process must be initiated within 12 months of a role holder being notified of the grading decision.
11. Role holders can request a full explanation of the process for placing their role on a particular grade.
12. Role holders need to be aware that re-evaluation of a role may not necessarily result in a change to the evaluated grade and could result in either an increase or reduction in grade. Any increase or reduction in grade would be in accordance with agreements relating to 'red and green circling'.

**INFORMAL STAGE**

13. The informal stage exists to give advice and reassurance to role holders in order to help them decide whether to initiate a formal appeal against the grading decision.
14. If an explanation is required about any aspect of the HERA process, such as the accuracy of evidence, the verification or the scoring, then role holders should submit an appeal form to Human Resources. This should be done as early as possible and certainly no later than twelve months from the date on which they were advised of the grading decision.
15. Depending on the nature of the concern, meetings will then take place between any or all of the following: the role holder, role analyst, verifier, Head of Department and local Trades Union Representative.
16. The aim will be to complete the informal stage within one month, except where circumstances prevent this. In any case, the conclusion of the informal stage will be within two months.

17. The informal stage will provide an opportunity to identify the issues in dispute, to explain the technical aspects of HERA, and to discuss possible grounds for formal appeal. If it is still not possible to resolve the concern at the informal stage, then the appeal will proceed to the formal stage.

## **FORMAL APPEALS PROCESS**

### **Preamble**

18. A member of staff who disagrees with the grade to which their post has been allocated has the right to appeal as described below.
19. Any new record of evidence or revisions to an existing record will need to be confirmed with the verifier and endorsed by the Head of Department before the formal appeal is heard.

### **The Appeals Process**

20. Depending on the grounds for the appeal, the trained role analyst(s) will conduct role analysis interviews or re-evaluate the evidence collated in support of an appeal as appropriate. Wherever possible the role analysts will not be the same as those who analysed the role initially, but this cannot always be guaranteed. The role holder, along with the Appeals Panel involved, will be informed in any such instance.
21. An Appeals Panel will then review the outcome of the role evaluation and may choose to undertake further investigation to clarify aspects of the role before making the final decision about the grade for the role.
22. The Appeals Panel will be made up of one member from UNISON, one from UCU and two senior Goldsmiths representatives, each drawn from a pool of individuals who are trained, experienced and competent in role analysis and appeals processes. In the event that any potential panel member was involved in the original evaluation of the role, the panel member will declare an interest and another panel member will be appointed to deal with the appeal. The panel members will nominate one of their number to act as Chair.
23. All panel members will be fully trained and competent to carry out their role. They will act as impartial parties and base their judgments on the evidence placed before them. If any party – role holder, panel member or analyst – has a conflict of interest, they must declare this to the Chair of the Appeals Panel. Appeals Panels are expected to strive for unanimity but in the event of disagreements, decisions can be made by a majority of three panel members.

24. The decision of the Appeals Panel will be final. Role holders will be advised in writing whether or not there will be a change to their grade.
25. There is no right of appeal against an Appeals Panel's decision. This does not preclude role holders from using College procedures for dealing with grievances, bullying, or harassment if they believe they have grounds for claiming that there has been unfairness in the appeals process that justifies them in doing so.
26. The formal appeals process will be completed in a timely fashion.

**APPEALS PANEL MEETINGS**

**Members**

27. There shall be four members on a Panel: two from Goldsmiths, one from UNISON and one from UCU.

**Role of Panel Members**

28. The Appeals Panel members will be trained, experienced and competent in role analysis and appeals processes. In the event that any potential panel member was involved in the original evaluation of the role, the panel member will declare an interest and another panel member will be appointed to deal with the appeal. The panel members will nominate one of their number to act as chair.
29. All panel members will be fully trained and competent to carry out their role. They will act as impartial parties and base their judgments on the evidence placed before them. If any party – role holder, panel member or analyst – has a conflict of interest, they must declare this to the Chair of the Appeals Panel. Appeals Panels are expected to strive for unanimity but in the event of disagreements decisions can be made by a majority of three panel members.

**Servicing of the Panel**

30. The Human Resources Team will provide a secretary to the panel to manage papers, organise meetings and take minutes.

**Papers**

31. In order for the Panel to operate effectively all papers and agenda will be circulated at least five working days before Panel meetings.
32. For each case there will be a marked bundle of papers including the appeal from the appellant, a report from HR and any other evidence necessary for assessment.

**Chairing of Panel Meetings**

33. The Chair for the day will be agreed by Panel members.

**Conduct of the Meeting**

34. Members will have had the opportunity to review papers beforehand.

35. Appellants and HR staff who prepared the report will be asked to be on standby, should the Panel need clarification on any points. No new evidence will be taken at the Panel hearing, only clarification of the evidence presented.

### **Conclusions**

36. The Panel will come to a decision based on all the evidence before them.

### **Decisions**

37. The Panel of four may make a unanimous decision to allow the appeal, or a majority decision of three. If neither of the above is agreed then the appeal will be rejected.
38. The Panel of four may make a unanimous decision to reject the appeal, or a majority decision of three. If neither of the above is agreed then the appeal will be rejected.
39. The Panel may decide it has insufficient information to come to a conclusion and may call for further information to go to the next meeting of the panel.
40. Panel decision outcomes will be recorded by the Secretary. The Panel's decision outcome will be given to the appellant and the appellant's line manager in writing by the HR Department on the panel's behalf.

**PRINCIPLES ON PROGRESSION WITHIN AND BETWEEN GRADES****GENERAL PRINCIPLES**

41. There are four forms of pay progression. These are:
- a) normal (annual) incremental progression up to the contribution threshold of the grade;
  - b) accelerated incremental progression up to the contribution threshold of the grade;
  - c) discretionary progression beyond the contribution threshold of the grade;
  - d) progression between grades.
42. All staff will have pay progression opportunities within their grade and between grades. The arrangements for this progression will:
- a) offer equal treatment for all staff in each particular grade;
  - b) reward the acquisition of experience and contribution;
  - c) operate with demonstrable fairness, transparency and objectivity.
43. All managers involved in making judgments related to accelerated incremental progression and discretionary progression beyond the contribution threshold will receive training and support to ensure that the procedures are operated in an equitable, transparent and objective manner.
44. Where a member of staff gains a relevant qualification, their job will be re-evaluated to take account of any changes in role which may have followed. Equally, the gaining of a relevant qualification may be a factor in consideration of accelerated incremental progression (under 50(b) below) or discretionary progression beyond the contribution threshold (under 58 (d) and (e) below)).

**Normal Incremental Progression up to the Contribution Threshold**

45. All members of staff will receive an annual increment on 1 September each year up to the contribution threshold for the grade of their post, to reflect their growing experience and skill in the post unless:
- a) they have been employed by Goldsmiths for less than six months at the time an increment is due;
  - b) it has been previously agreed to allocate an increment before the normal incremental date;
  - c) their first probation report is not satisfactory at the incremental date.

## **Accelerated Incremental Progression up to the Contribution Threshold**

46. Accelerated incremental progression is intended to reward a demonstrable and evidence-based contribution which is substantially greater than the normal rate of application of skill and experience by the post holder as they develop within the post. It is to reward contribution within the limits of the role itself, where it is clear that the role itself has not expanded so as to justify regrading.
47. Accelerated progression will be used to increase some individuals' progress up the salary scale beyond the normal progress of annual increments. The primary consideration will be an objective test against the criteria detailed herein, but any accelerated incremental progression will be subject to the constraints of the available resources.
48. The general principles adopted for the processes by which accelerated incremental progression may be awarded are to:
  - a) reward outstanding contribution to Goldsmiths;
  - b) ensure that progression opportunities and rewards are demonstrably equally available to all staff who meet the criteria;
  - c) encourage all staff to gain further skills, experience and relevant professional and vocational qualifications through training and other personal development;
  - d) ensure that staff feel freely able to apply.

## **Criteria for Accelerated Incremental Progression**

49. The overall criterion for the award of accelerated progression is the demonstration of a particularly high level of achievement in carrying out the duties of the post.
50. The level of achievement required will take account of the existing grade and the position within it.
51. For academic staff, parity of esteem between teaching and research will be recognised.
52. Staff who are put forward either by themselves or by their line manager for accelerated progression must show:
  - a) evidence that they have met all the needs of the role they are undertaking with reference to the role profile where one exists;
  - b) evidence of how they have exceeded normal expectations, and the added value this is bringing to Goldsmiths;
  - c) evidence that this contribution has been sustained over the previous 12 months (but see 53 below), that there is the opportunity for this to continue and that the contribution is likely to be sustained;

- d) assurance from the line manager that the achievement has not been to the detriment of other objectives or to other staff and their progression.

### **Note on Equalities**

- 53. Where there are reasons to adjust these standards, eg because of part-time working, maternity leave, paternity leave, long term sickness absence, varied working patterns, or disability, this should be indicated in applications for accelerated progression with an estimate of the extent of the impact of the circumstances applying.

### **Discretionary Progression beyond the Contribution Threshold**

#### **General Principles**

- 54. The award of discretionary points above the contribution threshold will be exceptional.
- 55. The purpose of discretionary progression beyond the contribution threshold for the grade of the post or role is to reward individuals whose contribution, on a sustained basis, significantly exceeds that normally expected in the role but is not enough to merit promotion.
- 56. The achievement of such outcomes, either individually or as a successful team member, needs to be demonstrated with evidence.
- 57. In awarding discretionary pay increases, all aspects of the individual's role in the institution should be considered.
- 58. A member of staff normally becomes eligible to be considered for discretionary progression beyond the contribution threshold after one year on the maximum of the grade. There may however, be exceptional cases where additional sustained contribution is sufficiently significant to move the member of staff forward by more than one increment before they reach the contribution point. This may give rise exceptionally to movement from below the top of the grade into contribution points.

#### **Criteria for Discretionary Progression beyond the Contribution Threshold**

- 59. The achievement of outstanding success, effectiveness and merit should be demonstrated by reference to the requirements of the post or role as detailed in the appropriate role profile.
- 60. Questions to be posed may include, as appropriate:
  - a) What impact has the post/role-holder made on team, departmental or organisational performance?
  - b) What level of competence has been brought to bear in handling the demands made by the role?

- c) To what extent have agreed objectives and outcomes been achieved and exceeded?
- d) Has the contribution made to outcomes been affected by the level of competence displayed and applied?
- e) What indications are there that the individual's level of competence and quality of outputs are increasing so that their contribution is likely to be sustained?

### **Progression between Grades**

#### **Staff in Developmental Roles**

- 61. Some staff may be placed in developmental roles that span more than one grade. If the role does span more than one grade, clear criteria for movement between one grade and the next will be set. HERA assessment will be undertaken to ensure the criteria for movement are clear and transparent.
- 62. An assessment will be made of progress at agreed intervals. If all the criteria set are met, the individual may move to the next grade.

#### **Staff in Established Single Grade Roles**

- 63. Progression opportunities of staff to a higher grade will:
  - a) be equitable and transparent;
  - b) take account of equal pay considerations;
  - c) will be underpinned by analytical job evaluation (HERA) and relevant role profiles.
- 64. Staff will move up through their current grade on an incremental basis. Wherever they are within the grade, they have the right to apply for promotion to the next or higher grade.
- 65. If a job has grown to the point where HERA indicates that regrading is appropriate, it will be necessary to ensure the following:
  - a) that there has been a genuine growth in the role, and that additional duties and responsibilities have not simply moved from one role to another;
  - b) that all staff in similar or associated roles have not been denied the opportunity for the job growth that has led to the regrading;
  - c) that the job growth is not leading to a piecemeal reorganisation without genuine openness of opportunity for all potential role holders.

## **Academic Career Pathway**

66. For academic roles, Goldsmiths has adopted the Joint Negotiating Committee for Higher Education Staff role profiles for Academic Staff. The Teaching and Research Profiles are used for academic staff who carry out the normal range of academic activities (ie, teaching, research, administration); the Research Profiles are used for academic staff primarily engaged in Research and the Teaching & Scholarship Profiles are used for visiting/associate tutors and academic staff on teaching-only contracts. These role profiles are included as an annex to this agreement.

### **Lecturer A to Lecturer B**

67. It is expected that all staff who join Goldsmiths at Lecturer A level will progress to the top of the Lecturer A scale, and, at that point (or before, if they have made an application for promotion) an assessment will be made as to whether the member of staff is able and willing to undertake the expanded job role of Lecturer B. It will be the expectation that unless there are concerns regarding performance, the member of staff will progress to Lecturer B.

### **Lecturer B to Senior Lecturer**

68. It is expected that all staff at Lecturer B will maintain and enhance their skills and contribution during their time as a Lecturer B.
69. A development interview will take place with all those who reach the top of Lecturer B scale to discuss their readiness for promotion. Staff may apply before reaching the top of the scale, and may request a development interview in advance to discuss their progress before submitting an application. Goldsmiths will provide workshops and guidance for all staff who want to make a self-assessment of readiness for promotion, and to guide them through the promotion process.
70. This will involve a reassessment of the individual's role in line with HERA and the relevant higher role profile. Additional evidence of appropriateness for promotion will be provided by Heads of Department and external referees/assessors.

### **Promotion to Reader or Professor**

71. The procedure for promotion can be viewed on Goldsmiths intranet, and the procedures are circulated annually. Role Profiles for Reader and Professor will be developed.

## **APPLICATIONS FOR REGRADING OUTSIDE OF PROMOTION ROUNDS**

72. The grading of posts will be reviewed whenever significant and sustained changes are made to the duties of an individual post or group of posts, eg during reorganisations. Limited or indeterminate duration of changes to individual post-holders' duties may be more appropriately dealt with through additional duties allowances (see Section F). It will not normally be the case that any role should be re-evaluated within twelve months of the previous establishment of, or change to, a role.
73. Individual members of staff may apply for the grading of their post to be reviewed. Applications must be made in accordance with Goldsmiths' procedures for regrading and will be determined by evaluation through Goldsmiths' adopted job evaluation/role analysis scheme. The procedures will include provision for appeal against the outcome of the application in accordance with the procedure laid down in Section C, with submission also considered from the member of staff's manager.

## **IMPLEMENTATION, MONITORING AND REVIEW**

74. In order to implement this Policy, Goldsmiths will:
- a) develop comprehensive procedures for grading, re-grading and progression by the beginning of the Academic Year 2008-09;
  - b) establish a panel to consider applications for progression;
  - c) monitor decisions of the Progression Panel in respect of gender, ethnicity, disability, age, and full-time/part-time status;
  - d) in accordance with statutory equality duties, publish annual reports of decisions of the Progression Panel, and make them available to the recognised Trades Unions through established bargaining machinery in a format that complies with data protection requirements;
  - e) respond to national initiatives on good practice in respect of equality;
  - f) undertake an Equal Pay Audit at the first anniversary of the implementation of this Pay Framework Agreement and, thereafter, undertake Equal Pay Audits every three years.

**RECRUITMENT AND RETENTION PREMIA POLICY**

**Implementing the Framework Agreement**

75. The implementation of the National Framework Agreement and associated job evaluation outcomes may give rise to a Recruitment or Retention Premium (RRP) where the amount due in respect of the RRP is greater than the amount of back pay already paid over and above the evaluated grade.
76. In order to progress the issue of Recruitment and Retention Premia for identified roles in this situation, the following is agreed:
- a) Human Resources, in consultation with Heads of Departments, identify which roles may require further investigatory work with regard to a recruitment or retention premium (irrespective of red/white/green circled status of the individual). This will be informed by relevant information with regard to Section 95 of the policy;
  - b) information on market pay data will be sourced by Human Resources;
  - c) the information will be shared with the relevant Head of Department and discussed;
  - d) if it is believed there is a case for a premium a recommendation will be made to the Director of Human Resources;
  - e) a decision will be made by the Senior Management Team (SMT) following representation by the Director of Human Resources;
  - f) the Head of Department will be informed of the SMT decision;
  - g) the information will be shared with the Trades Unions via the Pay Forum;
  - h) staff affected will be informed of the outcome of any decision.
77. This process will only be applicable to cases of Recruitment and Retention Premia specifically linked to the assimilation to the new pay scale from 1 August 2006.
78. All new requests for Recruitment and Retention Premia not linked to the assimilation process will be dealt with in accordance with the Recruitment and Retention Premia Policy in its entirety.

## **RECRUITMENT AND RETENTION PREMIA POLICY**

### **Introduction**

79. This procedure applies to all roles subject to Job Evaluation within Goldsmiths.
80. The procedure has been adopted after consultation with the recognised Trades Unions, UCU and UNISON.
81. Goldsmiths is committed to the principles of equal pay for work of equal value and has introduced a competency based job evaluation scheme - Higher Education Role Analysis (HERA). The purpose of job evaluation is to ensure that internal salary relativities are equitable and based on consistent analysis and criteria.
82. The National Framework Agreement recognises that these relativities may not always reflect the salaries being paid in the wider labour markets from which Goldsmiths recruits. It therefore makes allowance for the salary levels in the evaluated grade to be supplemented by a Recruitment and Retention Premium. This is to ensure that Goldsmiths is able to recruit and retain staff of the appropriate quality.
83. Such a premium is lawful under the Equal Pay Act (1970) where there is evidence to justify that market factors are the 'material reason' for the post attracting a higher rate of pay than other posts job evaluated at the same grade.
84. This Policy explains when such premia may be paid, the process by which these cases are considered and approved, and the conditions applied to them.

### **General Principles**

85. There are limited occasions where a premium is the most effective course of action to address an attraction and retention issue. Recruitment and retention problems are often caused by factors other than pay: these should always be addressed in the first instance through effective job design and recruitment campaigns.
86. Where premia are necessary, these will be set at a rate to be paid in addition to the job evaluated salary range of the post. They will be paid for a fixed period and will be kept under review. Premia may be increased, decreased or removed after review. The period of applying any premium may be increased after review.

87. Goldsmiths collects reward data from a wide range of sources, including recognised independent labour market data services, along with any other data that is robust and creditable. All decisions regarding the amount of a premium will be based on external market data. This data will be supplemented with EOC and JNCHES written guidance on the use of Recruitment and Retention Premia.
88. Premia are paid in relation to specific posts. Therefore, where it is agreed that the payment of a premium is appropriate, all staff carrying out the full duties of the post must receive the same premium on the same conditions.
89. The application of a premium will only apply from the effective date of authorisation by Goldsmiths for the posts identified, or in the case of a new employee, his/her date of appointment.
90. Premia will count as normal pay for the purposes of calculating deductions and for calculating additional payments (eg additional hours) or contractual entitlements (eg sickness absence benefits under Goldsmiths' sick pay scheme). Premia will be paid on a pro-rata basis for part-time staff. Any premium will be identified as a fixed sum in addition to pay for the job evaluated grade
91. The premium will be pensionable and will also be subject to statutory deductions, eg tax and National Insurance.
92. Premia will be paid monthly through Goldsmiths' payroll, but will be identified separately from the base salary for the post in pay advice slips and other appropriate documentation. Premia will also be listed separately in references provided by Goldsmiths where details of an individual's remuneration package are requested.
93. The terms and conditions of the premium will be outlined in the role holder's statement of particulars of terms and conditions of employment.

### **Procedure for Consideration of Market Supplements**

94. Premia will only be considered by Goldsmiths when a clear business need is identified and attraction and retention issues cannot be better addressed through the total benefits package or the work environment.
95. For consideration to be given to the possible granting of a premium to a post, a robust business case will need to be established. It will be the responsibility of the Head of Department or Trades Union to compile a business case. Human Resources will assist, giving professional advice and support with information.
96. The business case should contain the following information:

### **Before recruitment campaigns**

97. If it is believed before recruitment begins that it will be difficult to recruit to a particular post on the salary and total reward package in place in Goldsmiths, the business case should include:
- a) reward research data on comparators. Human Resources will advise and research using external data as noted in paragraph 87 above;
  - b) evidence that may be available regarding turnover rates within the role and any exit interview information;
  - c) details of what other means of addressing the potential recruitment difficulty have been considered in conjunction with Human Resources and the reasons why these have not been pursued.

### **After recruitment campaigns**

98. If it has proven difficult to recruit to a particular post on the salary and total reward package in place in Goldsmiths, the business case should include:
- a) full information on previous unsuccessful recruitment campaign(s) including advertising, media, job descriptions, person specification, any other recruitment materials or processes involved, numbers applying, reasons for rejection of applicants and any other relevant matters regarding the campaign(s);
  - b) details of what other means of addressing the recruitment difficulty have been considered in conjunction with Human Resources and the reasons why these have either proved unsuccessful or have not been pursued eg job redesign;
  - c) evidence that may be available regarding turnover rates within the role and exit interview information;
  - d) reward research data on comparators. Human Resources will advise and research using external data as noted in paragraph 87 above.

### **In all cases**

99. In any event the business case should include:
- a) full details of which other employees would be eligible for any potential premium based on the premise that they are employed within the same role;
  - b) identification as to how the premium will be funded;
  - c) how long the premium is required for in the first instance.
100. The business case will be assessed by the Director of Human Resources and Director of Finance. They will decide from the evidence if:
- a) there is a significant risk of lack of staff with key skills in the specific roles because there are vacancies or significant risk of vacancies, and there is sufficient evidence that suitable candidates do not or will not apply;

- b) non-pay related recruitment and retention initiatives are not sufficient to secure the key skills;
  - c) data for the relevant external market indicates a premium for specific roles, having considered the total reward package offered by Goldsmiths;
  - d) there is sufficient evidence both to justify an attraction and retention premium and to withstand any challenges under Equal Pay legislation;
  - e) there are sufficient funds or sources of income to justify payment of a premium.
101. If the business case is not approved then feedback will be provided to the relevant Manager and/or Trades Union.
102. If the business case is approved, the Director of Human Resources and the Director of Finance will determine the amount of premium, the duration of the premium before review, and any other conditions that will apply.
103. Once approved, Human Resources will:
- a) record the rationale for the premium in the personal file(s) of all those to whom they are paid, and notify the role holders concerned of the explicit basis of the additional payment they will receive;
  - b) include in the statement of particulars of terms and conditions of employment (or notice of amendment) the amount of the premium, the conditions under which a premium is paid and may be reduced or withdrawn.

**Duration and Reassessment of a Recruitment and Retention Premium**

104. Any premium will be paid for a fixed period determined on a case by case basis. A further review of market conditions will then normally take place before the premium is due to end, and no less than every twelve months, to determine whether the continuation of the premium remains justifiable or necessary. The review will be undertaken usually using the same comparative survey data, but it is recognised that other sources may become available or existing sources may change. This review will focus upon:
- a) the impact that the premium has had on reducing recruitment difficulties and turnover rates;
  - b) changes in the labour markets which affect the initial need for, and the continuing amount of, a premium;
  - c) compatibility with the requirements of equal pay legislation.
105. If an increase in the premium is demonstrated, this will be paid subject to the funding being available.

106. Where there ceases to be an organisational need or market justification for the premium, payment will be terminated at the end of the period for which the premium was given.
107. Where a fixed-term contract is extended, there will be a review of the premium to ascertain whether the additional payment should still apply.

### **Appointment or Redeployment to another post in Goldsmiths**

108. Where a member of staff takes up another post in Goldsmiths, the payment of the premium applying to their previous post will stop.
109. If a member of staff is redeployed from one post to another and is covered by pay protection arrangements, the premium will continue to be paid for the period of protection, subject to the normal premium review dates and associated terms and conditions.

### **Monitoring and Impact Assessment**

110. As part of Goldsmiths' commitment to a regular Equal Pay Audit, the payment of attraction and retention premia will be monitored by gender, ethnicity, disability and age, full-time or part-time working, permanent or fixed term working and will also break the information down further by Department and professional grouping as a key part of the Equal Pay Audit process.
111. The outcomes of the Equal Pay Audits will be presented to the JCC in a format that complies with data protection requirements.

### **Operative Date**

112. This procedure is operative from the date of this agreement.

**ACTING-UP AND SPECIAL RESPONSIBILITY ALLOWANCES**

113. During long term periods of staff absence due to sickness or staff vacancies for example, staff can be requested, by their Head of Department to take on extra responsibilities for a fixed period. Members of staff, who agree to take on additional duties and responsibilities in such cases, are entitled to receive an extra payment known as an Acting-Up Allowance or a Special Responsibility Allowance.
114. In some cases staff absence can be foreseen, and in such cases Heads of Department will be expected to operate a competitive process to enable staff to put themselves forward for the acting role.

**Acting-Up Allowances**

115. An Acting-Up Allowance is paid only if the member of staff is to cover 100% of the duties of the higher graded post.
116. The allowance will be paid as an equivalent to the minimum point of the salary grade of the post being covered (ie, the salary the member of staff would be paid if they were to apply for and be appointed to the higher graded post). The allowance must represent an increase in salary of at least one point.
117. The increase to their annual salary will be pro rata for the period of acting up.

**Special Responsibility Allowances (ie Part-Acting)**

118. Special responsibility allowances may be paid where only a proportionate amount of duties are to be covered, for example, when only 50% of the post is to be covered or the duties are to be covered by two people.
119. The allowance paid will be an appropriate percentage of the two salaries (their current salary and salary of higher graded post). The formula used to calculate the amount is:
120.  $\text{Lowest point of higher grade minus lower salary} \times \text{\%age of higher level duties covered} = \text{allowance}$
121. The increase to their annual salary will be pro rata for the period of acting up.

## **The Process**

The Head of Department will:

122. Consider the need for reallocation of responsibilities, taking into account the likely period of absence of the postholder, the urgency and importance of the work. In cases where the need for re-allocation can be foreseen, Heads of Department will be expected to operate a competitive process to enable staff to put themselves forward for the acting role.
123. Determine how work should be reallocated eg allocated to one person, or divided amongst a number of staff, covered by temporary staffing.
124. In coming to conclusions that meet the Department's operational needs, the Head of Department will take into account the opportunity to develop existing staff, ensure equality of access to opportunities for all eligible staff, and consider any other opportunities to review working methods that minimize the impact of absence or vacancy of roles.
125. Ensure the Department has adequate funds to finance any allowances.
126. The Head of Department will then prepare a full business case for allowances and proposals to cover the work of an absent roleholder, after discussion with Human Resources.
127. The fully documented case will be submitted to the Director of Human Resources for approval.

## **Conditions of Allowances**

128. Where temporary reallocation of duties is for a period that cannot be predicted eg indeterminate sickness absence
  - a) an acting-up allowance will only be paid after four consecutive weeks of additional duties;
  - b) no payment will be made for additional duties undertaken for any periods of less than four weeks;
  - c) however, payment will be backdated to the first day of additional duties allocation once there have been four consecutive weeks of duties reallocation.
129. Where temporary reallocation of duties can be predicted to exceed four weeks eg maternity leave, long-term sickness absence, payment will be made from the first day of reallocation of duties.
130. **In all cases**
  - a) allowances will be superannuable and subject to Statutory deductions;
  - b) no allowances will be allocated for a period exceeding six months;

- c) continuation of allowances beyond six months will only be granted after review by HR on the same basis as the original business case requirement.

### **Permanent or Longer Term Reallocation of Duties**

- 131. Where duties are reallocated for a period in excess of 12 months in total, it may be appropriate to review the roles and update them. Any review will be undertaken using HERA/role analysis.

**ANNUAL LEAVE HOLIDAY ENTITLEMENTS****Holiday Year**

132. The current holiday year runs from 1 October to 30 September each year. The holiday year will change to coincide with the academic year. Therefore, it is proposed that the holiday year 2008-09 should be for 11 months from 1 October 2008 to 31 August 2009 with basic entitlements pro rated and rounded to the nearest 0.5 days. Bank Holidays are fixed, as are Goldsmiths' closure days and would be unaffected.
133. From 2009, the holiday year will run from 1 September to 31 August in each year.

**Taking Annual Holiday**

134. All basic annual holiday must be booked and approved before being taken.
135. All annual holiday requests must be submitted and approved as early as possible and at least one week before being taken.
- a) records of annual holiday must be kept by line managers;
  - b) annual holiday must be taken at appropriate times to minimise disruption to normal operation of Goldsmiths eg Academic staff must take their annual holiday during vacation times and not during term time;
  - c) annual holiday may not be used to substitute for sickness absence leave;
  - d) annual holiday entitlements should be used during the holiday year, and at least 28 days of total entitlement must be taken during the leave year;
  - e) carry over of holiday from one year to the next must have the approval of the Head of Department, should only be permitted in exceptional circumstances, must not exceed five days and any carry over must be taken during the first six months of the following leave year.

## 136. ENTITLEMENTS

<b>Category of Staff</b>	<b>Length of service requirement</b>	<b>Holiday entitlement</b>	<b>Goldsmiths' closure days</b>	<b>Bank and statutory holidays</b>
Grades 6 and above	On appointment	28 days*	Four days at Christmas two days at Easter	Eight days
Grades 1 to 5	Less than five years	22 days	Four days at Christmas two days at Easter	Eight days
	Five or more years	27 days	Four days at Christmas two days at Easter	Eight days

\* Academic staff were previously entitled to 30 days leave but only 4 closure days (at Christmas). The two Easter closure days were taken from their holiday entitlement. There is no reduction in overall holiday entitlement for Academic staff.

### Notes:

- a) Entitlements refer to full-time staff. All part-time entitlements are pro rata.
- b) Under pre existing arrangements some staff who were not in Academic staff categories who had 10 years' service or more were entitled to 28 days' leave plus closure days plus Bank and Statutory holidays. Those staff will retain entitlement to 28 days' leave.

**SICKNESS ABSENCE BENEFIT ALLOWANCES**

**Notification of Sickness Absence**

137. Sickness absence reporting – it is essential that all members of staff follow the sickness absence reporting procedure.

**Sickness Absence Benefits**

138. In calculating sickness absence benefits, all sickness periods in the twelve months immediately proceeding the first day of absence are taken into account.

**For all staff sickness absence benefit is:**

Up to three years' service	3 months' full pay and 3 months' half pay
Three years' service or over	6 months' full pay and 6 months' half pay

- *One month will be regarded as 22 working days, all Public Holidays being counted as working days*

139. Goldsmiths may, in exceptional cases and at its discretion, extend the application of sickness benefits.
140. Sick leave and sickness benefits are calculated on a 12 month rolling period. This means that for example, if a member of staff goes off sick on 31 August in any one year then the sick leave they have taken in the immediately preceding 12 months, ie from 1 September – 31 August would be taken into account in order to calculate how much would be paid in sickness benefit.
141. The total amount of sickness benefits will not exceed the total amount of benefits, allowances and payments referred to below where this falls short of full pay:
- a) the amount of sickness benefit receivable under Statutory Sick Pay during the first 28 weeks of absence and under the National Insurance Acts and Regulations for the period thereafter;

the following deductions shall be made from benefits equal to half pay.

- b) the amount by which the total amount of benefits under a) above plus half pay exceeds full pay except that
142. If a member of staff is absent as a result of injury, he or she will receive sick pay in accordance with the above, but that sick pay will be regarded by Goldsmiths as a recoverable advance if claims or damages for loss of earnings are recoverable by a member of staff from a third party. Such members of staff, or their personal representatives, should consult the Payroll at the earliest opportunity in this respect. Periods of absence for which sick pay is so recoverable will not count against the benefit calculated as per the table above.
143. If a member of staff is absent due to injury or an accident arising out of and in the course of employment at Goldsmiths and without his/her own fault then such period of absence will not be taken into account in calculating any subsequent sickness benefit.
144. If a member of staff is absent on the advice of their doctor to prevent the spreading of an infectious disease which is notifiable under the legislation he or she must notify Goldsmiths immediately and forward a certificate from his or her doctor. Entitlement to receive full pay during such certified absence will be considered in those cases where the member of staff's own benefit would not allow for full pay.
145. If a member of staff is absent due to illness immediately before a College closure and is receiving sickness benefit or is on half pay and recovers during the period of closure, the member of staff shall, for the purpose of calculating salary entitlement, be deemed to have returned to duty on the day on which a medical certificate stating that he or she is fit to return to work is obtained.
146. Goldsmiths may withhold sickness benefit if any of the procedures are not complied with.
147. During absence as a result of sickness or injury Goldsmiths and the member of staff will continue to pay appropriate contributions to the relevant pension scheme.
148. Where a member of staff is receiving sickness benefit, he/she will continue to receive such benefit if a public holiday occurs during sick leave. Where a member of staff has exhausted his/her period of sickness benefit, no payment will be made in respect of a public holiday occurring during his/her period of sick leave.
149. The Director of Human Resources may at any time require a member of staff whose performance of duties appears to be impaired because of ill-health or is absent to be examined by Goldsmiths' Medical Adviser.

**OVERTIME AND WORKING HOURS**

150. Before the Framework Agreement it was Goldsmiths' practice and contractual arrangement that Academic and Academic Related Staff were required to work the hours necessary to fulfil their roles and were not eligible for overtime payments.
151. Under the Framework Agreement, members of staff in Grades 6 and above are required to work the hours necessary to fulfil their roles and are not eligible for overtime payments.

**Application of 35 Hour Week for Portering Staff****Agreement on Principles**

152. The Working Hours of Porters will be reduced to 35 hours per week with effect from 1 August 2006. Hours contracted in excess of 35 per week since that time will be paid at overtime rates. That is to say that we will firstly calculate any new salary figures applying to porters as a result of job evaluation and agreements we reach on the grading structure. That will allow us to calculate revised hourly rates of pay based on a 35 hour week with effect from 1 August 2006.
153. Hours contracted to work in excess of 35 hours per week, and/ or additional hours paid at overtime rates during the period 1 August 2006 to the time of implementation of a new payscale, will be paid at the appropriate overtime rates using the revised hourly rates.
154. It is intended over the coming months to review the working patterns of and services provided by portering staff to Goldsmiths and the allowances currently in use. This however, will be a separate exercise from the Framework Agreement discussions.

**FIXED-TERM, PART-TIME AND HOURLY-PAID STAFF**

**AGREEMENT ON PRINCIPLES**

**Introduction**

155. It is recognised that Goldsmiths, University of London, in common with many Higher Education Institutions, will continue to use fixed-term, part-time and hourly-paid staff in order to meet its objectives and to provide services to staff, students and other interested parties.
156. Recognising variations in need between programmes and services, the principle of equal pay for work of equal value, Goldsmiths' commitment to fair and equitable treatment, and the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and the Part Time Workers (Prevention of Less Favourable Treatment) Regulations 2000 as amended, we seek to ensure that terms and conditions are no less favourable for staff employed on part-time or fixed-term bases than for their full-time and permanent equivalents, although their different employment status may justify different specific arrangements.

**Permanency**

157. Where it is possible to determine with certainty an identified and continuous need for individuals to undertake work for a period of more than four continuous years at the outset of their employment, such staff will be offered permanency at the outset of their employment unless there is an objectively justified business reason not to do so.
158. Staff who are already employed by Goldsmiths and have been so for less than four years will be assimilated into permanent Associate Tutor contracts in line with the attached assimilation procedures (see Appendix A).

**Terms and Conditions of Service**

159. Terms and conditions will be reviewed to ensure compliance with the Regulations identified in paragraph 156 and to ensure that terms and conditions of service are no less favourable than those for staff on full-time and permanent contracts.
160. Hours of work allocated will continue to be determined by demands as at present. These may be subject to variation where demands vary from one year to another or from one period of employment to the next where employment is for less than one year.
161. Staff will progress to the top of the appropriate salary scale by normal (annual) incremental progression.

162. Visiting and Associate Tutor Staff will not be subject to Statute 16 in determining variations to contract or dismissal, but will be managed in accordance with statutory provisions.
163. Discussions will cover principles in determining where staff and roles currently allocated to Visiting/Associate Tutor categories or on other contractual arrangements might be transferred to other contractual arrangements, eg contracts for service provision or part-time staff contracts.

## **Salary**

164. Goldsmiths will work to identify any salary arrears for hourly paid staff, with a process agreed with Trades Unions as soon as practicable, and implementation of any salary backpay to August 2006 as soon as possible thereafter.
165. The calculation of rates of pay will be reviewed to ensure compliance with the Regulations noted in paragraph 156.
166. For visiting and associate tutors employed on an hourly basis there is a need to ensure that the calculation of hours reflects on a fair and reasonable basis the additional academic demands placed upon and academic commitments of such staff, relating in the main to preparation, assessment and administration.
167. Hourly rates will be determined by reference to the allocated grade following evaluation (see paragraphs 172 to 173).
168. Standard formulae for calculating the time spent on standard activities will be used to ensure fairness and consistency of treatment across the College. Negotiations to arrive at such formulae will take place and the parties agree to have regard to any nationally agreed formulae in reaching their conclusion.
169. The appropriate time allocation for common elements such as preparation, teaching contact hours, supervision, marking, attendance at meetings, required training and learning will be subject to further discussions.
170. Where it can be agreed that there are elements of limited variation in the work between such staff, eg preparation and teaching delivery time, agreement on a common multiplier to the hourly rate related to contact hours will be sought. Where there are elements of significant variation, eg marking, these will be identified and appropriate and evidence based assessment will be made to seek agreement on a common method of calculating appropriate standard time allocations to be paid at the hourly rate.

171. Discussions will take place to explore conditions under which some current hourly paid posts would be converted to permanent, fractional (ie part-time) posts.

#### **Job Evaluation: Visiting and Associate Tutors**

172. A sample of roles of Visiting and Associate Staff will be taken, and standard role profiles will be drawn up and evaluated using the same HERA system applying to all staff in Goldsmiths. Due regard will be paid to the National Library of Academic Role Profiles: Teaching and Scholarship.
173. Roles will be allocated onto the same grading and pay system applying to all staff. It is anticipated from current knowledge that it is likely that such staff would have evaluations which would place them no lower than Grade 7. However, actual gradings will be determined by reference to Job Evaluation and any other criteria used to determine the gradings of other staff covered by the Framework Agreement.

#### **Timescales**

174. Negotiations will take place with Trades Unions to address all outstanding issues referred to in this section.
175. The aim is to complete such negotiations by the end of June 2008.

**HARMONISATION OF TERMS AND CONDITIONS OF EMPLOYMENT**

**PROBATION**

**PURPOSE OF PROBATION**

176. The purpose of probation is:

- a) to ensure that staff new to Goldsmiths have their performance, attendance and conduct monitored and measured effectively in the early part of their careers with Goldsmiths to ensure that appointment decisions are validated;
- b) to ensure that any gaps between current and acceptable performance or improvements needed are identified early enough to address problems before significant remedial action is needed;
- c) to ensure that the opportunity is taken to give staff feedback on their performance and development in their early careers, celebrate success and encourage further development.

**PROPOSALS**

**Standard Probation Period**

177. All staff new to Goldsmiths who are not on fixed term contracts of less than one year should have a standard probation period of one year.
178. An initial review should take place after 5 months in post, and a final review after 10 months in post leading to confirmation of employment or termination of employment.
179. For those staff who are on fixed term contracts of less than one year, an initial review will take place at the half way point of their fixed term and a final review at least six weeks before the end date of the fixed term. Where fixed term contracts are subsequently extended so that the period of continuous employment extends beyond one year, the member of staff will remain on probation until a full year of continuous employment has been completed.
180. Line managers will not normally wait until review meetings if serious concerns arise about performance, attendance or conduct, and will address them at the earliest opportunity.

## **Initial Review**

181. The initial probation review will consider:
- a) capability to undertake the job for which the individual has been employed;
  - b) attendance;
  - c) conduct.
182. The review will be a formal meeting between the member of staff and the line manager and will review:
- a) performance against the role specification and targets set;
  - b) any evidence of attendance below acceptable standards;
  - c) any evidence of conduct below acceptable standards.
183. The review must be evidence-based and any areas for improvement or indications of unacceptable performance must specifically refer to evidence.
184. The member of staff must be given an opportunity to respond to any concerns raised.
185. The outcome of the initial review will be:

### **Either:**

- a) to confirm that good progress is being made, highlighting strengths and identifying any areas for improvement. Specific, measurable, achievable and realistic objectives must be set or, if they already exist, reviewed and timescales for achievement must be set. Any training needs should also be identified. A final review date should also be set. If further interim reviews to measure progress are felt appropriate between the initial and proposed final review date, these should also be organised;

### **Or**

- b) if performance and/or attendance and/or conduct is/are felt to be unsatisfactory, and there is evidence to support this view, further review meetings to measure progress will be arranged. Specific, measurable, achievable and realistic objectives and timescales for achievement must be set. Any training needs should also be identified. If further interim reviews to measure progress are felt appropriate between the initial and proposed final review date, these should also be organised.

## **Final Probation Review**

186. Building on the outcome of the initial review and any subsequent reviews, the final review will consider:

- a) performance against the role specification and targets set, taking into account the outcome of the initial and any subsequent reviews;
  - b) any evidence of attendance below acceptable standards since the beginning of employment, taking into account the outcome of the initial and any subsequent reviews;
  - c) any evidence of conduct below acceptable standards taking into account the outcome of the initial and any subsequent reviews.
187. The review must be evidence-based and any areas for improvement or indications of unacceptable performance must specifically refer to evidence.
188. The member of staff must be given an opportunity to respond to any concerns raised.
189. The outcome of the final review will be:

**Either**

- a) to confirm that good progress is being made, highlighting strengths and identifying any areas for improvement. Confirmation in post should be given;

**Or**

- b) if performance and/or attendance and/or conduct is/are felt to be unsatisfactory, after the objectives set at the initial and any subsequent reviews have not been met and that there is evidence to support this view, then termination of employment may be considered and a formal dismissal hearing will be arranged.
190. However, line managers will not normally wait until review meetings if serious concerns arise about performance, attendance or conduct, but will address them at the earliest opportunity.
191. Line managers will ensure that termination of employment is not considered unless the employee has been informed of the issues of concern prior to consideration of dismissal, and a reasonable amount of time has been set for the employee to respond satisfactorily to the issues of concern.

**Academic Staff**

192. The current practice is for Academic Staff new to academic careers to be on three years 'Probation'. After three years of satisfactory performance it is normal for early career academics to move from Lecturer A to Lecturer B.
193. It is proposed that we change the emphasis of this period of development from one of probation, to one of training and development towards a fully accredited academic role.

194. It is proposed that Goldsmiths will develop a process of establishing standards and performance expected of academic staff which will lead to assessment and accreditation as a career grade Academic. The performance and development of early career staff will be reviewed through rigorous appraisal on an annual basis. The purpose of the review will be to ensure that staff are fully aware of progress and that this is evidence-based. Development and support needs in addition to those already available can then be determined.
195. When early career (ie, Lecturer A) staff, working with line managers, can display that they have met all the criteria established for progression to career grade – which may happen in less than three years or more than three years – they will progress to career grade (ie, Lecturer B).

### **Dealing with Capability and Conduct**

196. As noted above where staff are believed to have serious capability or conduct issues, these should be dealt with as quickly as possible and should not await either probationary report times or appraisal times. If these arise after the completion of the probationary period, they will need to be dealt with under the full procedures in place.

### **Timescale**

197. It is proposed to implement changes for all support staff with effect from 1 September 2008. Considerable work on implementing the change for Academic staff needs to be undertaken and this may mean that the implementation for Academic staff will be with effect from September 2009.

**HARMONISATION OF TERMS AND CONDITIONS OF EMPLOYMENT**

**NOTICE PERIODS**

198. For all staff, during their first six months of service, the notice period will be one week on either side.
199. For staff on grades 1 to 5, the notice period after the first six months of service will be one month from the staff member, and one month from Goldsmiths.
200. For staff on grades 1 to 5 who have been in post for more than four whole years, the notice period from Goldsmiths will be three months.
201. For staff on grades 6 and above, the notice period after the first six months of service and before the end of the first year of service will be one month from the staff member, and one month from Goldsmiths.
202. For staff on grades 6 and above, the notice period after the first year of service will be three months from the staff member, and three months from Goldsmiths.
203. For members of academic staff, and notwithstanding paragraphs 201 to 202 above, the notice period given to Goldsmiths shall be no less than three months to include an entire term.

**HARMONISATION OF TERMS AND CONDITIONS OF EMPLOYMENT**

**SUPERANNUATION**

**New Appointments to Goldsmiths**

- 204. Following implementation of this Agreement, all new staff appointed to Grades 1 to 5 will be offered membership of LPFA.
- 205. All new staff appointed to Grades 6 and above will be offered membership of USS.
- 206. Staff who are already members of either USS or LPFA on joining Goldsmiths will retain the option to remain in their current Occupational Pension Scheme.

**Current Staff**

- 207. Most staff who will be assimilated into Grades 1 to 5 inclusive and who are members of an Occupational Pension Scheme are currently members of LPFA. Most staff who will be assimilated into Grades 6 and above who are members of an Occupational Pension Scheme are currently members of USS.
- 208. All current staff will retain the right to remain in their current Occupational Pension Scheme.
- 209. Those staff who are assimilated into Grades 1 to 5 who are currently members of USS and who wish to consider changing to LPFA should contact Payroll in the Finance Department.
- 210. Those staff who are assimilated into Grades 6 and above who are currently members of LPFA and who wish to consider changing to USS should contact Payroll in the Finance Department.

Glossary of Terms

Term	Description
<b>Accelerated incremental progression</b>	Accelerated progression rewards demonstrable and evidence-based contributions in a post and may be used to increase some individuals' progress up the salary scale beyond the normal progress of annual increments. It is subject to constraints of available resources.
<b>Assimilation</b>	The mechanism of transferring jobs and individual job holders from the existing grade structure to the new one.
<b>Contribution threshold</b>	This is the top point of the grade that can be reached through normal incremental progression.
<b>Discretionary progression</b>	Discretionary progression beyond the contribution threshold for the grade of the post or role is to reward individuals whose contribution, on a sustained basis, significantly exceeds that normally expected in the role but is not enough to merit promotion.
<b>EOC</b>	Equal Opportunities Commission - the leading UK non-government body working to eliminate sex discrimination. For further information, see <a href="http://www.eoc.org.uk/">www.eoc.org.uk/</a>
<b>Equal pay for work of equal value</b>	Under the terms of the Equal Pay Act 1983, an employee is entitled to equal pay and other benefits as an employee of the opposite sex, if they are doing work of equal value in terms of the demands made on them (although the jobs may be very different).
<b>Green-circled</b>	This is where the HERA score determines that an individual's role should be placed in a new grade, the lowest spine point of which is above the individual's current salary and grade.
<b>Harmonisation</b>	This is the term used to express the process by which terms and conditions including, for example annual leave and working hours, have been made consistent across all staff.
<b>HERA (Higher Education Role Analysis)</b>	This is the method of job evaluation specifically designed for higher education institutions. The new pay framework agreement advocates a common job evaluation scheme for all jobs linked to a single pay spine. The role analysis system uses competencies to assess the size of a role. Its aim is to achieve equal pay for work of equal value.
<b>HERA Score</b>	The evaluation of a role using HERA produces an overall score for the role, which is used to place the role, by a points based rank order into a defined grade on the new grading structure. Each grade on the new structure has a HERA point score range.

<b>JCC</b>	The Joint Consultative Committee (JCC) acts as a forum for consultation between the College and Trades Union representatives of staff on matters relating to the contractual and customary conditions of service of staff of the College, including the procedures by which these are implemented, and any employee relations or consultative mechanisms.
<b>JNCHES (Joint Negotiating Committee)</b>	The Joint Negotiating Committee for Higher Education Staff, made up of trade union representatives and University Colleges Employers' Association.
<b>Recruitment and Retention Premia</b>	In certain difficult to recruit posts, there will be a case for evidence-based market supplements. These will be considered on a case by case basis and where agreed will be subject to regular review. Equal pay legislation makes specific provision for market supplements.
<b>National Pay Framework Agreement</b>	This was the agreement negotiated by JNCHES (see below) which unified pay arrangements across the higher education sector, addressing equal pay concerns and introducing job evaluation to ensure fairness and transparency in reward. The agreement specifies a single national pay spine for all staff and requires common grading across staff groups.
<b>National Library of Academic Role Profiles</b>	JNCHES established a National Library of Academic Role Profiles. Goldsmiths has used this Library as appropriate to develop academic and research role profiles.
<b>Normal incremental progression</b>	Progression through scale to contribution threshold by automatic annual increment.
<b>Pay Protection – see red circling</b>	Red circled post holders will have their pay protected on a time limited basis.
<b>Red-circled</b>	Where an individual is currently paid higher than the top salary point of the new grade after the role has been analysed. On assimilation, this will include contribution points; thereafter it will apply to the top salary point below the contribution threshold. Red-circled post holders will have their pay protected on a time limited basis.
<b>Representative role</b>	A representative role is a role which: a) covers a large population of individuals, or b) occurs commonly throughout Goldsmiths or in a majority of departments.
<b>Role Analyst</b>	A trained specialist in the HERA job evaluation analysis process (see below).
<b>Role analysis</b>	This is the process of collecting, analysing and recording information about the requirements of roles to provide a basis for the role profile.
<b>Role Holder</b>	The person whose role has been analysed.
<b>Scoring or role scoring</b>	As part of the process of job evaluation, posts are evaluated according to a points-based scoring system. When a role has greater responsibility, this is reflected

	by higher points in the job evaluation scheme.
<b>UCEA</b>	Universities and Colleges Employers' Association, the national employer's negotiating body which has been responsible for negotiating national terms and conditions of employment with the trades unions representing employees in higher education, on behalf of all HEIs.
<b>UCU (Universities and College Union)</b>	This is the trade union which represents academic and academic related and research staff.
<b>UNISON</b>	This is the Trades Union that represents manual, clerical and technical staff.
<b>Unique Role</b>	A role which is occupied by only one person in Goldsmiths.
<b>White-circled</b>	This is where current pay matches (ie falls within) the pay for the new grade below the contribution threshold, after the role has been analysed. On assimilation only, members of staff whose salaries fall within contribution points will be assimilated to these points and will be regarded as "white-circled".

## **GUIDELINES FOR ASSIMILATION OF TEMPORARY STAFF INTO PERMANENT POSTS**

This paper proposes some guidelines to determine when it would be appropriate to appoint a temporary incumbent to a permanent job at the point when the status of the job changes from temporary to permanent

### **CURRENT POLICY ON ASSIMILATION**

Over the years the College has varied the procedure whereby incumbents of temporary jobs could be assimilated into a newly permanent job, assuming this was identical to the existing temporary job.

In the light of the fixed term worker regulations it has now been agreed by the Senior Management Team and by the unions that the College adopt a revised assimilation procedure to allow staff on fixed term contracts who have accrued four years' service to be deemed to be holding a permanent post (if there is no objective justification for the post remaining fixed term).

The effective date of this policy was 1 September 2006 since the majority of fixed term contracts are issued to the end of the session. Hence eligible temporary staff have been issued permanent contracts from that date.

### **TEMPORARY STAFF WITH LESS THAN FOUR YEARS' SERVICE TRANSFERRING TO PERMANENCY**

Some guidelines are now proposed to clarify the circumstances in which it would be justifiable for fixed term staff with less than four years' service to be assimilated into a newly permanent post.

#### **1. Method of entry into workforce**

A temporary incumbent will only be considered for assimilation to a permanent post where that temporary member of staff has been initially recruited to the College via a competitive process ie the post being advertised externally and/or internally and the appointment to that post having been made by a fully constituted appointment panel.

#### **2. Permanent post identical to and successor of temporary post**

A temporary member of staff can only be assimilated into a permanent post which is the successor to the temporary post they currently occupy. The permanent post must be in all significant respects identical to the previous

temporary post ie grade, category, fraction and the job description and person specification of the temporary and permanent posts must not be significantly different.

### **3. Opportunity for other staff**

Consideration should be given as to whether any particular individuals or groups of staff would be unfairly disadvantaged by the proposal to assimilate a temporary member of staff into a permanent job. One example of this could be where a group of temporary workers were employed at the same time to cover a number of temporary jobs but at the end of the stated period fewer permanent jobs were created than there had been temporary jobs. In these circumstances it could be fair to ring fence the new permanent jobs to the group of previously employed temporary staff. Obviously the rights of a long term temporary member of staff under the fixed term worker legislation would also need to be considered in such a situation.

### **4. Intention at the outset of the job being created**

Broadly speaking if the temporary incumbent was recruited to cover staff absence (eg maternity, parental and adoptive leave, long term sickness, sabbatical leave or secondment) or if the contract was created initially to provide a secondment or career development opportunity ie reasons B or C on the fixed term justification form, then it was clear at the outset that the intention at the time of filling the job was never to recruit a permanent employee and in such circumstances the newly permanent job will normally be advertised.

If the temporary nature of the job was dictated by the need to buy in special expertise, or input from specialist practitioners or was temporary because of uncertain business demands or funding prospects, ie categories A, D, E or F on the fixed term justification form, it is more likely that there will be a case for assimilating the current incumbent into the newly permanent job.

### **5. Performance**

Any concerns about performance will be dealt with through capability and disciplinary procedures applicable to all staff and will not prevent a temporary member of staff applying for a permanent position.

## APPENDIX B

### ACADEMIC ROLE PROFILES: TEACHING AND RESEARCH

#### LECTURER A

<b>LEVEL 2</b>	<b>TEACHING AND RESEARCH</b>
1 Teaching and learning support	<ul style="list-style-type: none"><li>• Teach as a member of a teaching team in a developing capacity within an established programme of study, with the assistance of a mentor if required</li><li>• Teach in a developing capacity in a variety of settings from small group tutorials to large lectures.</li><li>• Transfer knowledge in the form of practical skills, methods and techniques</li><li>• Identify learning needs of students and define appropriate learning objectives</li><li>• Ensure that content, methods of delivery and learning materials will meet the defined learning objectives.</li><li>• Develop own teaching materials, methods and approaches with guidance.</li><li>• Develop the skills of applying appropriate approaches to teaching.</li><li>• Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.</li><li>• Supervise the work of students, provide advice of study skills and help them with learning problems.</li><li>• Select appropriate assessment instruments and criteria, assess the work and progress of students of reference to the criteria and provide constructive feedback to students.</li><li>• Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.</li></ul>
2 Research and scholarship	<ul style="list-style-type: none"><li>• Develop research objectives and proposals for own or joint research, with the assistance of a mentor if required.</li><li>• Conduct individual and collaborative research projects.</li><li>• Write up research work for publication.</li><li>• Continually update knowledge and understanding in field or specialism.</li><li>• Translate knowledge of advances in the subject areas into the course of study.</li></ul>
3 Communication	<ul style="list-style-type: none"><li>• Deal with routine communication using a range of media.</li><li>• Communicate complex information, orally, in writing and electronically.</li></ul>

	<ul style="list-style-type: none"> <li>• Preparing proposals and applicants to external bodies, eg for funding and accreditation purposes.</li> <li>• Communicate material of a specialist or highly technical nature.</li> </ul>
4 Liaison and networking	<ul style="list-style-type: none"> <li>• Liaise with colleagues and students.</li> <li>• Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.</li> <li>• Join external networks to share information ideas.</li> </ul>
5 Managing people	<ul style="list-style-type: none"> <li>• Agree responsibilities.</li> <li>• Manage own teaching, research and administrative activities, with guidance if required.</li> <li>• Could be expected to oversee postgraduate students.</li> <li>• Act as a mentor for students in capacity of personal tutor.</li> </ul>
6 Teamwork	<ul style="list-style-type: none"> <li>• Collaborate with academic colleagues on course development, curriculum changes and the development of research activity.</li> <li>• Attend and contribute to subject group meetings.</li> <li>• Collaborate with colleagues to identify and respond to students' needs.</li> </ul>
7 Pastoral care	<ul style="list-style-type: none"> <li>• Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.</li> <li>• Appreciate the needs of individual students and their circumstances.</li> <li>• Act as personal tutor, giving first line support.</li> <li>• Refer students as appropriate to services providing further help.</li> </ul>
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and research activities. Respond to pedagogical and practical challenges.</li> <li>• Share responsibility in deciding how to deliver modules and assess students.</li> <li>• Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.</li> </ul>
9 Planning and managing resources	<ul style="list-style-type: none"> <li>• Use teaching and research resources, laboratories and workshops as appropriate.</li> <li>• Plan and manage own teaching and tutorials as agreed with mentor.</li> </ul>
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Balance with help the competing pressures of</li> </ul>

	teaching, scholarship, research and administrative demands and deadlines.
11 Work environment	<ul style="list-style-type: none"> <li>• Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>• Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching and research programmes.</li> <li>• Engage in continuous professional development.</li> <li>• Able to engage the interest and enthusiasm of students and inspire them to learn.</li> <li>• Develop familiarity with a variety of strategies to promote and assess learning.</li> <li>• Understand equal opportunity academic content and issues relating to student need.</li> </ul>

**LEVEL 3**

(building on the level of demand in Level 2)

**TEACHING AND RESEARCH**

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1 Teaching and learning support	<ul style="list-style-type: none"><li>• Design teaching material and deliver either across a range of modules or within a subject area.</li><li>• Use appropriate teaching, learning support and assessment methods.</li><li>• Supervise student projects, field trips and, where appropriate, placements.</li><li>• Identify areas where current provision is in need of revision or improvement.</li><li>• Contribute to the planning, design and development of objectives and material.</li><li>• Set, mark and assess work and examinations and provide feedback to students.</li></ul>
2 Research and scholarship	<ul style="list-style-type: none"><li>• Develop research objectives, projects and proposals.</li><li>• Conduct individual or collaborative research projects.</li><li>• Identify sources of funding and contribute to the process of securing funds.</li><li>• Extend, transform and apply knowledge acquired from scholarship to teaching, research and appropriate external activities.</li><li>• Write or contribute to publications or disseminate research findings using other appropriate media.</li><li>• Make presentations at conferences or exhibit work in other appropriate events.</li></ul>
3 Communication	<ul style="list-style-type: none"><li>• Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.</li></ul>
4 Liaison and networking	<ul style="list-style-type: none"><li>• Participate in and develop external networks, for example to identify sources of funding, contribute to student recruitment, secure student placements, market the institution, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.</li></ul>
5 Managing people	<ul style="list-style-type: none"><li>• Advise and support colleagues with less experience and advise on personal development.</li><li>• Depending on the area of work could be expected to supervise the work of others, for example in research teams or projects or as PhD supervisor.</li></ul>
6 Teamwork	<ul style="list-style-type: none"><li>• Act as a responsible team member and develop productive working relationships with other members of staff.</li><li>• Could be required to take the lead in a local project.</li><li>• Collaborate with colleagues to identify and respond to students' needs.</li></ul>

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7 Pastoral care	<ul style="list-style-type: none"> <li>• Could be expected to act as a module tutor.</li> <li>• Be responsible for the pastoral care of students within a specified area.</li> </ul>
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved.</li> <li>• Develop ideas for generating income and promoting the subject.</li> <li>• Develop ideas and find ways of disseminating and applying the result of research and scholarship.</li> <li>• Sole responsibility for the design and delivery of own modules and assessment methods.</li> <li>• Collaborate with colleagues on the implementation of assessment procedures.</li> <li>• Advise others on strategic issues such as student recruitment and marketing.</li> <li>• Contribute to the accreditation of courses and quality control processes.</li> </ul>
9 Planning and managing resources	<ul style="list-style-type: none"> <li>• As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met.</li> <li>• Manage projects relating to own area or work.</li> </ul>
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• Balance the pressures of teaching, research and administrative demands and competing deadlines.</li> </ul>
11 Work environment	<ul style="list-style-type: none"> <li>• Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>• Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching and research programmes.</li> <li>• Use a range of delivery techniques to enthuse and engage students.</li> </ul>

## SENIOR LECTURER

### LEVEL 4

(building on the level of demand in Level 3)

### TEACHING AND RESEARCH

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1 Teaching and learning support	<ul style="list-style-type: none"><li>• Design, develop and deliver a range of programmes of study (sometimes for entirely new courses) at various levels.</li><li>• Review on a regular basis course content and materials updating when required.</li><li>• Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students.</li><li>• Ensure that course design and delivery comply with the quality standards and regulations of the university and department.</li></ul>
2 Research and scholarship	<ul style="list-style-type: none"><li>• Determine relevant research objectives and prepare research proposals.</li><li>• Contribute to the development of research strategies.</li><li>• Carry out independent research and act as principal investigator and project leader.</li><li>• Act as a referee and contribute peer assessment.</li><li>• Make presentations or exhibitions at national or international conferences and other similar events.</li></ul>
3 Communication	<ul style="list-style-type: none"><li>• Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.</li></ul>
4 Liaison and networking	<ul style="list-style-type: none"><li>• Lead and develop internal networks for example by chairing and participating in institutional committee.</li><li>• Lead and develop external networks for example with external examiners and assessors.</li><li>• Develop link with external contracts such as other educational bodies, employers, and professional bodies to foster collaboration.</li></ul>
5 Managing people	<ul style="list-style-type: none"><li>• 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 term by agreeing objectives and work plans.</li><li>• Contributing to the development of teams and individuals through the appraisal system and providing advice on personal development.</li><li>• Could act as a line manager (eg of research teams)*</li><li>• Act as a personal mentor to peers and colleagues.</li></ul>
6 Teamwork	<ul style="list-style-type: none"><li>• Lead teams within areas of responsibility.</li></ul>

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	<ul style="list-style-type: none"> <li>• Ensure that teams within the department work together.</li> <li>• Act to resolve conflicts within and between teams.</li> </ul>
7 Pastoral care	<ul style="list-style-type: none"> <li>• Responsible for dealing with referred issues for students within own educational programmes.</li> <li>• Provide first line support for colleagues, referring them to sources of further help if required.</li> </ul>
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Resolve problems affecting the delivery of courses within own educational programme and in accordance with regulations.</li> <li>• Make decisions regarding the operational aspects of own educational programme.</li> <li>• Contribute to decisions which have an impact on other related programmes.</li> <li>• Provide advice on strategic issues such as the balance of student recruitment, staff appointments and student and other performance matters.</li> <li>• Spotting opportunities for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas.</li> </ul>
9 Planning and managing resources	<ul style="list-style-type: none"> <li>• Responsible for the delivery of own educational programmes.</li> <li>• Contribute to the overall management of the department in areas such as budget management and business planning.</li> <li>• Be involved in departmental level strategic planning and contribute to wider strategic planning processes in the institution.</li> <li>• Plan and deliver research, consultancy or similar programmes and ensure that resources are available.</li> <li>• Contribute to the management of quality, audit and other external assessments.</li> </ul>
10 Sensory, physical and emotional demands	†
11 Work environment	<ul style="list-style-type: none"> <li>• Depending on area of work (eg laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>• Required to be an externally recognised authority in the subject area.</li> <li>• In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.</li> </ul>

\* where it is an established institutional practice at this level (not normally expected in post-92 HEIs)

† Like all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand.

## RESEARCH ROLE PROFILES

### Research - RA1B

<b>LEVEL 1</b>	<b>RESEARCH</b>
1 Teaching and learning support	<ul style="list-style-type: none"><li>• Assistant in the supervision of student projects.</li><li>• Could be expected to contribute to introductory courses for example on the use of research methods and equipment.</li></ul>
2 Research and scholarship	<ul style="list-style-type: none"><li>• Undertake basic research for example by preparing, setting up, conducting and recoding the outcome of experiments and field work, the development of questionnaires and conducting surveys.</li><li>• Conduct literature and database searches.</li><li>• Continue to update knowledge and develop skills.</li></ul>
3 Communication	<ul style="list-style-type: none"><li>• Write up results of own research.</li><li>• Contribute to the production of research reports and publications.</li><li>• Present information on research progress and outcomes to bodies supervising research, eg steering groups.</li><li>• Prepare papers for steering groups and other bodies.</li></ul>
4 Liaison and networking	<ul style="list-style-type: none"><li>• Liaise with research colleagues and support staff on routine matters.</li><li>• Make internal and external contacts to develop knowledge and understanding and form relationships for future collaboration.</li></ul>
5 Managing people	<ul style="list-style-type: none"><li>• Provide guidance as required to support staff and any students who may be assisting with the research.</li></ul>
6 Teamwork	<ul style="list-style-type: none"><li>• Actively participate as a member of a research team.</li><li>• Attend and contribute to relevant meetings.</li></ul>
7 Pastoral care	<ul style="list-style-type: none"><li>• Show consideration to others.</li></ul>
8 Initiative problem-solving and decision-making	<ul style="list-style-type: none"><li>• Make use of standard research techniques and methods.</li><li>• Deal with problems which may affect the achievement of research objectives and deadlines.</li><li>• Contribute to decisions affecting the work of the team.</li><li>• Analyse and interpret the results of own research and generate original ideas based on outcomes.</li></ul>
9 Planning and managing resources	<ul style="list-style-type: none"><li>• Plan own day-to-day research activity within the framework of the agreed programme.</li><li>• Co-ordinate own work with that of others to avoid conflict or duplication of effort.</li><li>• Contribute to the planning of research projects.</li></ul>
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"><li>• Sensory and physical demands will vary from relatively light to a high level depending on the</li></ul>

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	discipline and the type of work.
	<ul style="list-style-type: none"><li>• Carry out tasks that require the learning of certain skills.</li></ul>
11 Work environment	<ul style="list-style-type: none"><li>• Is required to be aware of the risks in the work environment.</li></ul>
12 Expertise	<ul style="list-style-type: none"><li>• Possess sufficient breadth or depth of specialist knowledge in the discipline and be developing further skills in and knowledge of research methods and techniques.</li></ul>

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## Research - RA1A

### LEVEL 2

(building on the level of demand in Level 1)

### RESEARCH

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1 Teaching and learning support	<ul style="list-style-type: none"><li>• Be involved in the assessment of student knowledge and supervision of projects.</li><li>• Assist in the development of student research skills.</li></ul>
2 Research and scholarship	<ul style="list-style-type: none"><li>• Develop research objectives and proposals for own or joint research, with the assistance of a mentor if required.</li><li>• Conduct individual and collaborative research projects.</li><li>• Write up research work for publication.</li><li>• Continually update knowledge and understanding in field or specialism.</li><li>• Translate knowledge of advances in the subject area into research activity.</li></ul>
3 Communication	<ul style="list-style-type: none"><li>• Deal with routine communication using a range of media.</li><li>• Communicate complex information, orally, in writing and electronically.</li><li>• Preparing proposals and applications to external bodies, eg for funding and contractual purposes.</li><li>• Communicate material of a specialist or highly technical nature.</li></ul>
4 Liaison and networking	<ul style="list-style-type: none"><li>• Liaise with colleagues and students.</li><li>• Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.</li><li>• Join external networks to share information and identify potential sources of funds.</li></ul>
5 Managing people	<ul style="list-style-type: none"><li>• Manage own research and administrative activities, with guidance if required.</li></ul>
6 Teamwork	<ul style="list-style-type: none"><li>• Work with colleagues on joint projects, as required.</li><li>• Collaborate with academic colleagues on areas of shared research interest.</li><li>• Attend and contribute to relevant meetings.</li></ul>
7 Pastoral care	<ul style="list-style-type: none"><li>• Show consideration to others.</li></ul>
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"><li>• Use new research techniques and methods.</li><li>• Use initiative and creativity to identify areas for research, develop new research methods and extend the research portfolio.</li><li>• Use creativity to analyse and interpret research</li></ul>

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	<p>data and draw conclusions on the outcomes.</p> <ul style="list-style-type: none"> <li>• Contribute to collaborative decision making with colleagues in areas of research.</li> </ul>
9 Planning and managing resources	<ul style="list-style-type: none"> <li>• Use research resources, laboratories and workshops as appropriate.</li> <li>• Plan and manage own research activity in collaboration with others.</li> </ul>
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work.</li> <li>• Carry out tasks that require the learning of certain skills.</li> <li>• Balance with help the competing pressures of research and administrative demands and deadlines.</li> </ul>
11 Work environment	<ul style="list-style-type: none"> <li>• Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>• Possess sufficient breadth or depth of specialist knowledge in the discipline and of research methods and techniques to work within established research programmes.</li> <li>• Engage in continuous professional development.</li> <li>• Understand equal opportunity issues as they may impact on areas of research content.</li> </ul>

**LEVEL 3**

(building on the level of demand in Level 2)

**RESEARCH**

1 Teaching and learning support	<ul style="list-style-type: none"> <li>• Contribute to the teaching and learning programmes in the department.</li> <li>• Supervise postgraduate research students.</li> </ul>
2 Research and scholarship	<ul style="list-style-type: none"> <li>• Develop research objectives, projects and proposals.</li> <li>• Conduct individual or collaborative research projects.</li> <li>• Identify sources of funding and contribute to the process of securing funds.</li> <li>• Extend, transform and apply knowledge acquired from scholarship to research and appropriate external activities.</li> <li>• Write or contribute to publications or disseminate research findings using other appropriate media.</li> <li>• Make presentations at conferences or exhibit work in other appropriate events.</li> </ul>
3 Communication	<ul style="list-style-type: none"> <li>• Routinely communicate complex and conceptual idea to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.</li> </ul>
4 Liaison and networking	<ul style="list-style-type: none"> <li>• Collaborate actively within and outside the Institution to compete research projects and advance thinking.</li> <li>• Participate in and develop external networks, for example to identify sources of funding, generate income, obtain consultancy projects, or build relationships for future activities.</li> </ul>
5 Managing people	<ul style="list-style-type: none"> <li>• Mentor colleagues with less experience and advise on personal development.</li> <li>• Coach and support colleagues in developing their research techniques.</li> <li>• Depending on the area of work, could be expected to supervise the work of others, for example in research teams or projects.</li> </ul>
6 Teamwork	<ul style="list-style-type: none"> <li>• Take lead responsibility for a small research project or identified parts of a large project.</li> <li>• Develop productive working relationships with other members of staff.</li> <li>• Co-ordinate the work of colleagues to ensure equitable access to resources and facilities.</li> </ul>
7 Pastoral care	Deal with standard problems and help colleagues resolves their concerns about progress in research.

8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Assess, interpret and evaluate outcomes of research.</li> <li>• Develop new concepts and ideas to extend intellectual understanding.</li> <li>• Resolve problems of meeting research objectives and deadlines.</li> <li>• Develop ideas for generating income and promoting research area.</li> <li>• Develop ideas for application of research outcomes.</li> <li>• 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.</li> </ul>
9 Planning and managing resources	<ul style="list-style-type: none"> <li>• Plan, co-ordinate and implement research programmes.</li> <li>• Manage the use of research resources and ensure that effective use is made of them.</li> <li>• Manage or monitor research budgets.</li> <li>• Help to plan and implement commercial and consultancy activities.</li> <li>• Plan and manage own consultancy assignments.</li> </ul>
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• Balance the pressures of research and administrative demands and competing deadlines.</li> </ul>
11 Work environment	<ul style="list-style-type: none"> <li>• Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>• Possess sufficient breadth or depth of specialist knowledge in the discipline to develop research programmes and methodologies.</li> <li>• Use a range of delivery techniques to enthuse and engage students.</li> </ul>

**LEVEL 4**

(building on the level of demand in Level 3)

**RESEARCH**

1 Teaching and learning support	<ul style="list-style-type: none"> <li>• Supervise the work of post graduate students.</li> <li>• Could be expected to contribute to teaching programmes.</li> </ul>
2 Research and scholarship	<ul style="list-style-type: none"> <li>• Contribute to the development of research strategies in the department.</li> <li>• Define research objectives and questions.</li> <li>• 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.</li> <li>• Actively seek research funding and secure it as far as it is reasonably possible.</li> <li>• Act as principle investigator on major research projects.</li> <li>• Generate new research approaches and identify, adapt, develop and use research methodologies and techniques appropriate to the type of research.</li> <li>• Review and synthesise the outcomes of research studies.</li> <li>• Interpret findings obtained from research projects and develop new insights, expanding, refining and testing hypotheses and ideas.</li> <li>• Contribute generally to the development of thought and practice in the field.</li> </ul>
3 Communication	<ul style="list-style-type: none"> <li>• Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.</li> </ul>
4 Liaison and networking	<ul style="list-style-type: none"> <li>• Lead and develop internal networks for example by chairing and participating in Institutional committees.</li> <li>• Lead and develop external networks for example with other active researchers and leading thinkers in the field.</li> <li>• Develop links with external contacts such as other educational and research bodies, employers, professional bodies and other providers of funding and research initiatives to foster collaboration and generate income.</li> </ul>
5 Managing people	<ul style="list-style-type: none"> <li>• 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</li> </ul>

	<p>time or organising the work of a team by agreeing objectives and work plans.</p> <ul style="list-style-type: none"> <li>• Contributing to the development of teams and individuals through the appraisal system and providing advice on personal development.</li> <li>• Could act as line manager (eg of research teams)*</li> <li>• Act as a personal mentor to peers and colleagues.</li> </ul>
6 Teamwork	<ul style="list-style-type: none"> <li>• Lead teams within areas of responsibility.</li> <li>• Ensure that teams within the department work together.</li> <li>• Act to resolve conflicts within and between teams.</li> </ul>
7 Pastoral care	<ul style="list-style-type: none"> <li>• Responsible for dealing with referred issue for researchers within own project areas.</li> <li>• Provide first line support for colleagues, referring them to sources of further help if required.</li> </ul>
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Resolve problems affecting the delivery of research projects within own area and in accordance with regulations.</li> <li>• Make decisions regarding the operational aspects of own research programme.</li> <li>• Contribute to decisions which have an impact on other related programmes.</li> <li>• Provide advice on issues such as ensuring the adequate balance of research projects, appointment of researchers and other performance matters.</li> <li>• Spotting opportunities for strategic development of new projects of appropriate areas of activity and contributing to the development of such ideas.</li> </ul>
9 Planning and managing resources	<ul style="list-style-type: none"> <li>• Responsible for the delivery of own research programmes.</li> <li>• Contribute to the overall management of the department in areas such as budget management and business planning.</li> <li>• Be involved in departmental level strategic planning and contribute to wider strategic planning process in the institution.</li> <li>• Plan and deliver research, consultancy or similar programmes, ensuring that resources are available and required income levels are achieved.</li> <li>• Contribute to the management of quality, audit and other external assessments eg the Research Assessment Exercise.</li> </ul>

10 Sensory, physical and emotional demands	†
11 Work environment	<ul style="list-style-type: none"> <li>Depending on area of work (eg laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>Required to be a nationally recognised authority on the subject area.</li> <li>In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.</li> </ul>

\* where it is an established institutional practice at this level (not normally expected in post-92 HEIs)

† Like all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand.

## ROLE PROFILES: TEACHING AND SCHOLARSHIP

### LEVEL 2

(building on the level of demand in Level 1)

### TEACHING AND SCHOLARSHIP

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1 Teaching and learning support	<ul style="list-style-type: none"><li>• Teach as a member of a teaching team in a developing capacity within an established programme of study, with the assistance of a mentor if required.</li><li>• Teach in a developing capacity in a variety of settings from small group tutorials to large lectures.</li><li>• Transfer knowledge in the form of practical skills, methods and techniques.</li><li>• Identify learning needs of students and define appropriate learning objectives.</li><li>• Ensure that content, methods of delivery and learning materials will meet the defined learning objectives.</li><li>• Develop own teaching materials, methods and approaches with guidance.</li><li>• Develop the skills of applying appropriate approaches to teaching.</li><li>• Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.</li><li>• Supervise the work of students, provide advice on study skills and help them with learning problems.</li><li>• Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students.</li><li>• Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.</li></ul>
2 Research and scholarship	<ul style="list-style-type: none"><li>• Reflect on practice and the development of own teaching and learning skills.</li></ul>
3 Communication	<ul style="list-style-type: none"><li>• Deal with routine communication using a range of media.</li><li>• Communicate complex information, orally, in writing and electronically.</li><li>• Preparing proposals and applications to external bodies, eg for funding and accreditation purposes.</li><li>• Communicate material of a specialist or highly technical nature.</li></ul>
4 Liaison and networking	<ul style="list-style-type: none"><li>• Liaise with colleagues and students.</li><li>• Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.</li><li>• Join external networks to share information and ideas.</li></ul>
5 Managing people	<ul style="list-style-type: none"><li>• Agree responsibilities.</li><li>• Manage own teaching, scholarly and administrative activities, with guidance if required.</li></ul>

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	<ul style="list-style-type: none"> <li>• Could be expected to supervise student's projects, fieldwork and placements.</li> <li>• Act as a member for students in capacity of personal tutor.</li> </ul>
6 Teamwork	<ul style="list-style-type: none"> <li>• Collaborate with academic colleagues on course development and curriculum changes.</li> <li>• Attend and contribute to subject group meetings.</li> <li>• Collaborate with colleagues to identify and respond to students' needs.</li> </ul>
7 Pastoral care	<ul style="list-style-type: none"> <li>• Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.</li> <li>• Appreciate the needs of individual students and their circumstances.</li> <li>• Act as personal tutor, giving first line support.</li> <li>• Refer students as appropriate to services providing further help.</li> </ul>
8 Initiative problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and scholarly activities.</li> <li>• Respond to pedagogical and practical challenges.</li> <li>• Share responsibility in deciding how to deliver modules and assess students.</li> <li>• Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.</li> </ul>
9 Planning and managing resources	<ul style="list-style-type: none"> <li>• Use teaching resources and facilities as appropriate.</li> <li>• Plan and manage own teaching and tutorials as agreed with mentor.</li> </ul>
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Balance with help the competing pressures of teaching scholarship and administrative demands and deadlines.</li> </ul>
11 Work environment	<ul style="list-style-type: none"> <li>• Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>• Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes.</li> <li>• Engage in continuous professional development.</li> <li>• Able to engage the interest and enthusiasm of students and inspire them to learn.</li> <li>• Develop familiarity within a variety of strategies to promote and assess learning.</li> <li>• Understand equal opportunity issues as they may impact on academic content and issues relating to student need.</li> </ul>

**LEVEL 3**

(building on the level of demand in Level 2)

**TEACHING AND SCHOLARSHIP**

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1 Teaching and learning support	<ul style="list-style-type: none"><li>• Design teaching material and deliver either across a range of modules or within a subject area.</li><li>• Use appropriate teaching, learning support and assessment methods.</li><li>• Supervise student projects, field trips and, where appropriate, placements.</li><li>• Identify areas where current provision is in need of revision or improvement.</li><li>• Contribute to the planning, design and development of objectives and material.</li><li>• Set, mark and assess work and examinations and provide feedback to students.</li></ul>
2 Research and scholarship	<ul style="list-style-type: none"><li>• Engage in subject, professional and pedagogy research as required to support teaching activities.</li><li>• Conduct individual or collaborative scholarly projects.</li><li>• Identify sources of funding and contribute to the process of securing funds for own scholarly activities, where appropriate.</li><li>• Extend, transform and apply knowledge acquired from scholarship to teaching and appropriate external activities.</li><li>• Develop and produce learning materials and disseminate the results of scholarly activity.</li></ul>
3 Communication	<ul style="list-style-type: none"><li>• Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.</li></ul>
4 Liaison and networking	<ul style="list-style-type: none"><li>• Participate in and develop external networks, for example to contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.</li></ul>
5 Managing people	<ul style="list-style-type: none"><li>• Mentor colleagues with less experience and advise on personal development.</li><li>• Depending on the area of work, could be expected to supervise the work of others.</li><li>• Co-ordinate the work of others to ensure modules are delivered to the standards required.</li></ul>
6 Teamwork	<ul style="list-style-type: none"><li>• Act as a responsible team member, leading where agreed, and develop productive working relationships with other members of staff.</li><li>• Co-ordinate the work of colleagues to identify and respond to students' needs.</li></ul>
7 Pastoral care	<ul style="list-style-type: none"><li>• Act as a module tutor.</li><li>• Be responsible for the pastoral care of students within a specified area.</li></ul>

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8 Initiative problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Identify the need for developing the content of structure of modules with colleagues and make proposals on how this should be achieved.</li> <li>• Develop ideas for generating income and promoting the subject.</li> <li>• Develop ideas and find ways of disseminating and applying the result of scholarship.</li> <li>• Sole responsibility for the design and delivery of own modules and assessment methods.</li> <li>• Collaborate with colleagues on the implementation of assessment procedures.</li> <li>• Advise others on strategic issues such as student recruitment and marketing.</li> <li>• Contribute to the accreditation of courses and quality control processes.</li> <li>• Tackle issues affecting the quality of delivery within scope of own level of responsibility, referring more serious matters to other, as appropriate.</li> </ul>
9 Planning and managing resources	<ul style="list-style-type: none"> <li>• As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met.</li> <li>• Manage projects relating to own area of work and the organisation of external activities such as placements and field trips.</li> <li>• Be responsible for administrative duties in areas such as admissions, time-tabling, examinations, assessment of progress and student attendance.</li> </ul>
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• Balance the pressures of teaching and administrative demands and competing deadlines.</li> </ul>
11 Work environment	<ul style="list-style-type: none"> <li>• Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>• Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching programmes and the provision of learning support.</li> <li>• Use a range of delivery techniques to enthuse and engage students.</li> </ul>

**LEVEL 4**

(building on the level of demand in Level 3)

**TEACHING AND SCHOLARSHIP**

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1 Teaching and learning support	<ul style="list-style-type: none"><li>• Design, develop and deliver a range of programmes of study (sometimes for entirely new courses) at various levels.</li><li>• Review on a regular basis course content and materials, updating when required.</li><li>• Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students.</li><li>• Ensure that course design and delivery comply with the quality standards and regulations of the university and department.</li></ul>
2 Research and scholarship	<ul style="list-style-type: none"><li>• Engage in pedagogic and practitioner research and other scholarly activities.</li><li>• Contribute to the development of teaching and learning strategies.</li><li>• Work in conjunction with others to apply subject knowledge to practice.</li></ul>
3 Communication	<ul style="list-style-type: none"><li>• Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.</li></ul>
4 Liaison and networking	<ul style="list-style-type: none"><li>• Lead and develop internal networks for example by chairing and participating in Institutional committee.</li><li>• Act as an external examiner to other Institutions and provide professional advice.</li><li>• Lead and develop external networks for example with external examiners and assessors.</li><li>• Develop links with external contacts such as other educational bodies, employers, and professional bodies to foster collaboration.</li></ul>
5 Managing people	<ul style="list-style-type: none"><li>• Provide academic leadership to those working within programme areas, as course leader or equivalent, by for example agreeing work plans to ensure that courses are delivered effectively or organising the work of a team by agreeing objectives and work plans.</li><li>• Contributing to the development of teams and individuals through the appraisal system and providing advice on personal development.</li><li>• Act as a personal mentor to peers and colleagues.</li><li>• Resolve problems affecting the quality of course delivery and student progress within own areas of responsibility, referring more serious matters to others, as appropriate.</li></ul>
6 Teamwork	<ul style="list-style-type: none"><li>• Lead teams within areas of responsibility.</li><li>• Ensure that teams within the department work together.</li><li>• Act to resolve conflicts within and between teams.</li></ul>
7 Pastoral care	<ul style="list-style-type: none"><li>• Responsible for dealing with referred issues for students</li></ul>

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	<p>within own educational programmes.</p> <ul style="list-style-type: none"> <li>• Provide first line support for colleagues, referring them to sources of further help if required.</li> </ul>
8 Initiative problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Resolve problems affecting the delivery of courses within own educational programme and in accordance with regulations.</li> <li>• Make decisions regarding the operational aspects of own educational programme.</li> <li>• Contribute to decisions which have an impact on other related programmes.</li> <li>• Monitor student progress and retention.</li> <li>• Provide advice on strategic issues such as the balance of student recruitment, staff appointments and student and other performance matters.</li> <li>• Spotting opportunities for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas.</li> </ul>
9 Planning and managing resources	<ul style="list-style-type: none"> <li>• Responsible for the delivery of own educational programmes.</li> <li>• Contribute to the overall management of the department in areas such as resource management, business and programme planning.</li> <li>• Be responsible for setting standards and monitor progress against agreed criteria for own area of responsibility.</li> <li>• Be involved in departmental level strategic planning and contribute to wider strategic planning processes in the institution.</li> <li>• Plan and deliver consultancy or similar programmes and ensure that resources are available.</li> <li>• Be responsible for quality, audit and other external assessments in own areas of responsibility.</li> </ul>
10 Sensory, physical and emotional demands	†
11 Work environment	<ul style="list-style-type: none"> <li>• Depending on area of work (eg laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>• Required to be externally recognised scholar or teacher.</li> <li>• In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.</li> </ul>

† Like all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand.

**LEVEL 5**

(building on the level of demand in Level 4)

**TEACHING AND SCHOLARSHIP**

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1 Teaching and learning support	<ul style="list-style-type: none"><li>• Oversee the design and development of the overall curricula.</li><li>• Lead the development and clarification of academic standards for the subject area.</li><li>• Contribute to the development of academic policies across the Institution.</li><li>• Develop the quality assurance framework within the Institution's overall framework eg for the validation and revalidation of courses and student admission and assessment.</li><li>• Encourage the development of innovative approaches to course delivery and ensure that teaching delivery achieves the educational standards of the department.</li></ul>
2 Research and scholarship	<ul style="list-style-type: none"><li>• Lead the development and implementation of teaching and learning strategy.</li><li>• Conduct research into learning and teaching methodologies and disseminate best practice within and outside the Institution.</li><li>• Develop and promote the use of innovative assessment methods.</li><li>• Lead collaborative partnerships with other educational institutions or other bodies.</li><li>• Lead bids for consultancy and other additional funds.</li><li>• Make presentations at national and international conferences and similar events.</li></ul>
3 Communication	<ul style="list-style-type: none"><li>• Be routinely involved in complex and important negotiations internally and with external bodies.</li></ul>
4 Liaison and networking	<ul style="list-style-type: none"><li>• Chair committees and participate in Institutional decision making and governance.</li><li>• Lead and develop internal and external networks to foster collaboration and share information and ideas and to promote the subject and the Institution.</li><li>• Promote and market the work of the department in the subject area both nationally and internationally.</li></ul>
5 Managing people	<ul style="list-style-type: none"><li>• Exercise academic leadership for all subject area teaching and scholarly activities.</li><li>• Act as line manager for matters relating to the employment of staff and ensuring the work is allocated fairly, according to skills and capacity.</li><li>• Ensure that staff are suitably qualified to work within their own area.</li><li>• Appraise and advise staff on personal and career development plans.</li></ul>
6 Teamwork	<ul style="list-style-type: none"><li>• Develop and communicate a clear vision of the unit's</li></ul>

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	<ul style="list-style-type: none"> <li>strategic direction.</li> <li>Ensuring the enactment of Institutional strategic plans.</li> <li>Promote a collegiate approach and develop team spirit and team coherence.</li> <li>Foster inter-disciplinary team working.</li> </ul>
7 Pastoral care	<ul style="list-style-type: none"> <li>Responsible for the initial resolution of all student issues within and outside standard procedures.</li> <li>Overall responsibility for welfare of staff drawing on specialist advice and support as required.</li> <li>Ensure that an appropriate framework is developed and used for pastoral care issues.</li> </ul>
8 Initiative problem-solving and decision-making	<ul style="list-style-type: none"> <li>Determine academic standards within own areas of responsibility.</li> <li>Contribute to the determination of the academic standards framework across the Institution.</li> <li>Determine the final allocation of resources within own area of responsibility.</li> <li>Act as the final arbiter in local disputes.</li> <li>Be party to strategic decisions at Institutional level.</li> <li>Lead the development of new and creative approaches in responding to teaching and learning challenges.</li> <li>Initiate new and original solutions to problems.</li> <li>Provide advice to external bodies.</li> </ul>
9 Planning and managing resources	<ul style="list-style-type: none"> <li>Take overall responsibility for the organising and deployment of resources within own areas of responsibility.</li> <li>Contribute to Institutional planning and strategic development.</li> </ul>
10 Sensory, physical and emotional demands †	
11 Work environment	<ul style="list-style-type: none"> <li>Overall responsibility for health and safety in own areas of responsibility.</li> <li>Ensure that appropriate risk management processes are operational.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>A leading authority and scholar in the subject, with a considerable national or international reputation.</li> <li>Possess in depth knowledge of specialism to enable the development of new knowledge, innovation and understanding in the field.</li> <li>A thorough understanding of institutional management systems and the wider higher education environment, including equal opportunities issues.</li> </ul>

† Like all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand.