UNIVERSITY OF ST ANDREWS

FREQUENTLY ASKED QUESTIONS

FRAMEWORK AGREEMENT PROJECT

- **Why was the Framework Agreement developed?**
  The Framework Agreement was developed to reform and modernise higher education pay arrangements. The Agreement, which has been endorsed by all 7 nationally recognised higher education trade unions and the Universities and College Employers Association (UCEA), recognises the vital contribution which staff at all levels make to the continuing success of UK higher education and the need for staff to be rewarded fairly and effectively. It also recognises the need to modernise pay arrangements to improve the recruitment and retention of staff, to ensure equal pay for work of equal value, to tackle problems of low pay, to recognise and reward the contribution which individuals make, and to underpin opportunities for career development.

  This Agreement, together with the AUT Memorandum of Understanding, provides a major opportunity for higher education institutions, in partnership with their local trades unions, to develop a new and improved reward system which reflects local circumstances and strategies, and which supports the recruitment, retention and motivation of higher education staff.

- **What are the main features of the Framework Agreement?**
  The Agreement sets out the following key principles:

  - The introduction of a single 52-point pay spine by 1 August 2006.
  - The development of a grading structure which is underpinned by institution-wide job evaluation.
  - Progression through and between grades on an equitable and transparent basis.
  - The opportunity to reward the acquisition of experience and contribution, through the introduction of additional ‘contribution’ pay points.
  - The use of market supplements to enable institutions to address local recruitment and retention issues in local labour markets or for particular specialist staff.
  - A recommendation to harmonise the working hours of staff at the same grade level, and a requirement to harmonise the hours of manual staff by 1 August 2005.
  - Better links between career development and pay progression, and a commitment to offer all staff access to staff development and review processes within an equal opportunities framework.

- **Who has been involved in the implementation of the Framework Agreement within this University?**
  The University set up a Project Group, comprising representatives of the University, the Trades Unions and a member of the University Court, to oversee and manage the implementation of the Framework Agreement. Membership of the Project Group was as follows:

  - David Corner (Deputy Principal)
  - Peter Cabrelli (University Court Member)
  - Ann Kettle (Adviser)
  - Mairi Stewart (Director of Human Resources)
  - Louise Watson (Project Manager)
Phil Robertson  (Representative of UCU)
Bill Blyth*  (Representative of Amicus)
Dot Todd*  (Representative of UNISON)
Lorraine Fraser  (Academic Registrar)
Stephen Lee  (Head of Physics and Astronomy)
* Representation varied

• Have the Trades Unions been involved at a local level?
  Yes, the University has been working in partnership with all 3 recognised Trades Unions (Amicus, UNISON and UCU) to implement the Framework Agreement. Representatives from each of the Trades Unions have been active members of the various project groups which were established to facilitate the Framework Agreement Project.

• Does the Framework Agreement affect all members of staff?
  The Framework Agreement affects all staff covered by existing national pay grades. Certain categories of staff who are on specific contracts such as Clinical Academics are outwith the scope of the Framework Agreement.

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NEW PAY AND GRADING STRUCTURE

- **Why did this University need to revise its current pay arrangements?**
  Previously, the University operated eleven different pay scales and used a variety of job evaluation methods to establish the grading of various categories of staff. Our pay system had therefore become somewhat unwieldy and, as it lacked formal structure and clarity, it was becoming increasingly difficult for the University to demonstrate the principle of equal pay for work of equal value.

By signing up to the Framework Agreement, the University made a commitment to develop and implement a new pay and grading structure which was equitable, consistent and transparent, and which underpinned its strategic objectives.

- **Has this new pay structure been developed?**
  Yes, the new pay structure has been both developed and implemented. With effect from 1 August 2006, all members of staff who were on the University’s ‘old’ pay scales, were assimilated onto their corresponding grade (as agreed with the Trades Unions) on the new pay structure.

- **Who was involved in the development of the University’s new pay and grading structure?**
  The Assimilation Group (governed by the Project Group) was responsible for developing the New Pay and Grading Structure. This Group comprised representatives from the recognised Trades Unions, Management, Human Resources, Finance and Business Improvements.

- **What does the new pay and grading structure look like?**
  Rather than having multiple pay scales for the various job categories, the University developed a 9-grade pay structure based on the single, nationally agreed pay spine.

- **Does the new salary structure still have annual increments?**
  Yes, each grade contains a set of annual incremental points. Increments will be given on 1 August each year until the maximum non-discretionary point of the grade is reached.

- **Will ‘cost of living’ increases still be applied?**
  Yes, in addition to annual increments, members of staff will still receive agreed ‘cost of living’ increases.

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HARMONISATION
• What conditions have been harmonised under the Framework Agreement?
The Framework Agreement states that hours of work (for employees who have defined hours) should be harmonised, with a specific requirement to harmonise the working hours of manual staff by 1 August 2005.

However, in order to meet the legislative requirements of equal pay for work of equal value we also had to ensure that members of staff on the same grade received comparable terms and conditions. This meant harmonising a number of conditions, in addition to working hours, the major ones being: annual leave, sick-leave entitlement, overtime, probation and notice periods. Full harmonisation details can be found in the University’s Framework Agreement.

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ROLE ANALYSIS PROJECT

• What is role analysis?
Role analysis (also known as job evaluation) is a systematic approach used to determine the relative value (or size) of roles within an organisation. The information gathered during this process has been used to help develop a fair, equitable and coherent grading structure. Role analysis measures the demands and responsibilities of the role, not the performance of the individual undertaking the role. This University has chosen a scheme called HERA (Higher Education Role Analysis) to facilitate the role analysis process.

• What is HERA?
HERA is a tool used to analyse roles found in Higher Education. It was developed by a consortium of higher education institutions to cover the vast range of jobs which can be found within the higher education sector. The scheme has been rigorously tested at a national level to ensure that it is fit for purpose.

• How does HERA work?
HERA analyses roles against 14 key elements which reflect the values of higher education, and the aspects of the roles identified as being the most important. All roles have been analysed against the same elements, these being:

1. Communication
2. Teamwork and Motivation
3. Liaison and Networking
4. Service Delivery
5. Decision Making Processes and Outcomes
6. Planning and Organising Resources
7. Initiative and Problem Solving
8. Analysis and Research
9. Sensory and Physical Demands
10. Work Environment
11. Pastoral Care and Welfare
12. Team Development
13. Teaching and Learning Support
14. Knowledge and Experience

The HERA scheme uses a questionnaire format (made up of 50 statements/questions) to measure the level of responsibility and demands of a role in relation to each element. Once the appropriate role information has been gathered, each element is scored using the HERA scoring system. These scores are then combined to give an overall point score for the role. It is this score that determines the relative value/worth of roles, and ultimately the grade a role is assigned.

• Who else is using HERA?
Over 100 higher education institutions were part of the consortium which developed HERA, many of whom are now implementing HERA.

• How was role information gathered?
Role information for non-academic roles was gathered using a variety of methods such as one-to-one interviews, group interviews/discussions and questionnaires. The method chosen depended on the stage in the process, the number of similar roles to be analysed and the circumstances (i.e. if the post was vacant or the role holder was unavailable etc).

For academic roles, a representative sample of role holders from each of the main job groups, and spanning all grades, were selected to provide the HERA team with role information using a Role Outline Document designed to capture information about the demands and responsibilities of the
role in relation to the 14 HERA elements. The HERA Team then analysed and evaluated the information and carried out an ‘audit’ of the information against the national library of academic role profiles to confirm their suitability for use within the University of St Andrews.

- **Who analyses the roles?**
The HERA Team are responsible for gathering, analysing and evaluating role information. During the implementation phase of the role analysis project up to 8 analysts were employed. The current composition of the team is as follows:

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<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Susan Grant</td>
<td>Senior Role Analyst</td>
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<tr>
<td>Louise Watson</td>
<td>Project Manager</td>
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<tr>
<td>Gillian Ogg</td>
<td>Project Administrator</td>
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- **How have the role analysts been trained?**
The role analysts have undertaken a training programme which included intensive training on job evaluation and the HERA scheme, an interview skills session and practical, hands-on experience of analysing roles.

- **When did the University start analysing roles?**
The analysis of roles commenced in June 2005.

- **Have all roles been subject to the same role analysis process?**
The information gathering process may have varied slightly depending on the category of roles being analysed, however all roles covered by the Framework Agreement have been evaluated using the same role analysis scheme - HERA.

- **How many members of staff have participated in this process?**
Of the 864 members of staff that were asked either to attend a Role Analysis Meeting or complete a Role Outline Document, 840 members of staff (approximately 97%) participated in this part of the process.

- **What happened with the role information that I provided?**
Each Role Outline Document or Record of Evidence has been systematically analysed and evaluated by the HERA Team resulting in a HERA role profile and total point score for each role. HERA role profiles were issued to staff in early March 2007. This approach, whilst being a fairly resource-intensive exercise, has been necessary to ensure that the resultant decisions about how roles are evaluated are based on current and accurate role information.

- **What is the purpose of the HERA role profile and what does it look like?**
The HERA software package produces a role profile which represents the demands and level of responsibilities of the role and is reflective of the grade at which the role has been evaluated. As has been explained throughout the process, the profile is fairly generic and does not detail the specific tasks/activities undertaken in your role, i.e. it is not a substitute for a job description.

- **How is role analysis linked to pay?**
The role analysis process is used to determine the grade a role is assigned, it does not, however, determine the actual salary band within that grade.
• Now that the initial role analysis phase is complete, how do I request a review of my current grading?
If you are in a non-academic role you can request a review of your grading via the Grading Review Process. There are approximately 3 grading review rounds each year. For more information on this process and details of submission deadlines please see the Grading Review Policy and Procedure accessed from the Grading, Rewards and Conditions webpage at http://www.st-andrews.ac.uk/hr/GradingRewardandConditions/ There will still be a promotions process for Academic members of staff looking for promotion to Grades 8/9 (see below for more information).

• What happens if my role is “green circled”?
Role holders who are green-circled will move to the first point of their new grade on the day following the applicable submission deadline (i.e. if the submission deadline was 30 September, the grade would be lifted with effect from 1 October).

• What happens if my role is “red circled”?
A pay protection period will be applied where relevant and the Red Circle Policy implemented. Please see page 5 of the Grading Review Policy for more information on red circling.

• Can I see role profiles for other grades?
The HERA Team is currently compiling a library of role profiles for non academic roles. It is anticipated that the library of role profiles will be made available early 2009.

• Will there continue to be an annual promotions exercise?
Yes, for Academic role holders looking for promotion to Grades 8 or 9. Please see the revised Promotions procedures which can be accessed via the HR website at http://www.st-andrews.ac.uk/hr/GradingRewardandConditions/AcademicPromotions/ (This process is currently being reviewed to ensure that it is compatible with HERA).

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