



Educ8tions Limited

Developing People for Sustainable Careers

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Educ8tions Ltd.



People Strategy
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Change Mechanism

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Introduction

The People Strategy for Educ8tions Ltd. sets out the plans to make sure that the recruitment, development and retention of the best quality staff in all staff groups, in order to achieve fulfillment with the Training Centre's Mission and thereby meet its strategic aims and objectives. The Strategy covers the period; 1st January 2014 – 1st January 2019. It sets out the aims, objectives and action required to improve people management at Educ8tions Ltd. and thereby contributes to the success of the Training Centre.

The Strategy has been molded by taking into account the following:

- 1) Educ8tions Ltd.'s Mission Statement and strategic objectives and aims
- 2) Employment legislation and best practice in human resources

The high-level challenges that face Educ8tions Ltd. have also been taken into account when formulating this Strategy.

The Director of Compliance is responsible for proposing and implementing the Strategy. The Board of Directors has the responsibility for approving the Strategy. Staff and trade union representatives have been consulted on the Strategy. The Board of Directors will review the People Strategy on an annual basis to assess progress and development against the objectives.

The Strategy covers a five year period and as such, will be adapted to respond to Educ8tions Ltd.'s changing needs from conducting regular reviews. Additionally, these reviews will take account of any surfacing employment trends, local, national and EU legislation as well as best practice in HR and higher education. Arrangements for the implementation of the Strategy will be outlined in an action plan.

Building on the Training Centre's existing HR policies and procedures, the purpose of the Strategy is to provide an effective and efficient framework for recruiting, developing and retaining staff in a fair, inclusive, productive and supportive environment. To this end, the Strategy is built around the following integral themes:

- 1) Recruitment and retention
- 2) Reward
- 3) Performance development
- 4) Organisational development
- 5) Staff well-being and engagement
- 6) Equality and diversity
- 7) Employment framework

The Training Centre takes an organisational development approach in the Strategy and aims to ensure that the above themes and underpinning aims support and complement each other to maximize effectiveness.





THEME 1: Recruitment and retention

1.1 Recruitment

Training Centre Objective: **Teaching and learning excellence**

Aim-

based on workforce planning, to recruit high caliber staff in all staff groups to meet Educ8tions Ltd.'s objectives of providing top quality teaching and outstanding learning, as well as to develop the Training Centre's capacity to deliver service excellence.

For the majority of advertised posts, the Centre attracts a strong field of applicants. This is primarily because of its good academic reputation, the unique opportunities it offers (i.e. working in a research intensive institution - teaching mature, part-time students in the evening), and its reputation as a good employer offering opportunities for career development, job security and a flexible approach to work.

However, Educ8tions Ltd. also faces a continuous challenge in competing with other Training Centre's/Providers and, in some cases, the private sector for particular types of staff. The decision to pay market supplements to staff in key academic disciplines and certain professionally qualified and skilled staff has enabled the Training Centre to recruit high caliber staff in these areas.

We are looking to achieve the Research Excellence Framework (REF) within the next 2-3 years, it is highly likely that the competition to recruit high caliber research active, internationally-renowned academic staff will increase and intensify, and the payment of attractive salaries and market supplements will become more prevalent.

Other forms of reward and recognition schemes (such as working toward Matrix, IIP, ISO 9001, ISO 14001, ISO 18001) will also need to be considered and priced to support the Centre's recruitment and retention of high performing staff. However, it should be kept in mind that the Training Centre has limited funding available for this purpose.

The Training Centre will do the following:

- 1) Review the recruitment and selection policy.
- 2) Review the attraction and retention payments policy and other identified incentive schemes, and ensure that Educ8tions Ltd. has in place effective policies to be able to recruit and retain high caliber staff.
- 3) Review and benchmark the Centre's benefits package against other comparable Training Centre's/Providers, to ensure it remains attractive to new and existing staff.
- 4) Review and publicize existing non-financial benefits (e.g. generous leave



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entitlement, counselling services, and work/life balance policies) and market them more effectively in recruitment advertising.

- 5) Report regularly on the effectiveness of recruitment and retention initiatives, incentives and packages, and whether they are being used in a consistent, fair and transparent manner.



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1.2 Retention

Centre Objective: **Teaching and Learning excellence**

Aim – to retain and motivate high achieving staff at all levels to meet Educ8tions Ltd.'s objectives of providing high quality teaching and developing excellence in research, and service excellence.

1.2.a Turn over

A level of staff turnover in organisations is considered healthy in order to ensure fresh ideas, ways of working and motivation. However, a degree of stability is also necessary so that organisational knowledge and skills and continuity are maintained. Educ8tions Ltd. conducts a range of methods such as feedback, online surveys, online forms, 1-2-1 meetings and interviews.

Our online resources and web communications as well as our determination to modernize learning through distance and e-learning, therein producing a more economical, eco-friendly and time saving way of both working and learning. This makes it more viable for people with limited accessibility to transport and for the less physically-abled to work with ease; thereby promoting an inclusive employability factor which enables us to attract staff to Educ8tions Ltd. on a wider spectrum. However, with the plethora of Training Centre's in the local area, there are also many other job opportunities for staff in close proximity; Educ8tions Ltd hopes to overcome this by attracting a nation-wide staff selection to lower immediate competition. Educ8tions Ltd. also benefits from this effect by recruiting from other local employers.

- 1) Understand who our key staff are
and what motivates them to stay at Educ8tions Ltd.
- 2) Compare all staff group salaries with other Training Providers and local employers to ensure Educ8tions Ltd. continues to offer a competitive salary.
- 3) Produce an annual turnover report to enable the Centre to address any areas of concern.
- 4) As turnover is currently low, ensure staff continue to develop the skills to enable them to meet Educ8tions Ltd.'s changing needs.

1.2.b Exit Questionnaires

The Centre uses exit questionnaires to ascertain the reasons for staff leaving and help identify themes or areas to target future recruitment and retention action.

- o Every two years analyse and report on feedback from exit questionnaires, including equal





opportunities information, and take appropriate action.

THEME 2: Reward

Centre Objective: **Teaching and Learning excellence**

Aim – to have in place a fair and transparent reward strategy that supports excellence in teaching and learning, research service delivery, and ensure that all staff are paid a fair and competitive salary, and are rewarded and recognised for high performance.

The Centre is committed to rewarding existing high performing and prospective staff with competitive and sector comparable packages. However, it is recognised that the recruitment pool for this talent will also include other public and private sector employers, who have greater financial flexibility at their disposal. In view of this, the Centre will continue to consider and introduce clear and transparent reward packages that are both affordable and recognise either individual or team high performance.

More emphasis on the wider reward package, including greater investment in staff development and improvements in working environment, will also be considered as these are important retention factors.

- 1) Review current reward packages, develop and implement more attractive packages to retain high performing staff.
- 2) Review promotion processes for all staff.
- 3) Review performance related pay processes for all staff.

2.a Job Evaluation

The Centre introduced the Hay job evaluation scheme as part of the National Framework Agreement. This offers a fair and consistent mechanism for ensuring staff are appropriately graded and paid.

1. Further refine the job evaluation process to meet the Centre's changing requirements

2.b Harmonisation

The Centre implemented the first phase of the National Framework Agreement (NFA) in 2014 introducing a new pay and grading structure and harmonising certain terms and conditions. It has since been working on phase two, the aim of which is to move sessional lecturers (teaching and scholarship staff) onto the single pay spine and harmonise their terms and conditions, as appropriate. This is a major piece of work and the milestones achieved to date are the



development and grading of jobs in this category and the matching of all staff to roles; agreement with UCU on the majority of terms and conditions; and policy harmonisation work. (Appendix 1)

- 1) Fully implement phase two of the NFA by January 2020.

2.c Equal Pay Audit

In order to ensure our reward systems are not inherently biased or applied inconsistently, the Centre will conduct regular equal pay audits, and scrutinise the diversity profile of staff in relation to promotion, merit pay, starting salary, allowances, etc.

- 1) Produce annual equality reports and conduct an equal pay audit (including allowances and starting salaries) every three years.

2.d Recognition

Traditionally, pay was considered to be the key motivator at work. However, with changing demographics and a new life-work balance philosophy, research has shown that other key elements of the reward package also engage and motivate staff. Staff need to feel respected and valued for the contribution they make. The quality of the working environment is also important to staff.

- 1) Consider and introduce other non-financial benefits that would attract/retain staff.

THEME 3: Organisational development

Centre

Objectives: Respond rapidly to new and changing opportunities
 Provide an inclusive working environment for staff

Aim-

to develop the Centre's capacity to deliver its Mission effectively, through enhancing quality and service excellence, responding flexibly to strategic challenges and improving efficiency. To also support a positive and flexible working environment, in which staff contribution is valued and harnessed, and in which the quality of opportunity, and the appreciation of diversity and dignity at work, are respected values.

The Centre has a collegiate, consultative culture, and recognises the value of all its staff in contributing to the success of its Mission. Working relationships with the trade unions are good, with management and unions working in partnership on strategic issues, as well as on group and individual matters.



The Centre takes an organisational development approach in this overall strategy and this section identifies specific organisational development activities.

3.a Organisational Effectiveness Reviews

The aim of conducting staff surveys is to inform activities that enhance organisational effectiveness, efficiency, staff well-being and equality. The Centre is committed to conducting Centre-wide staff surveys in order to collect feedback about the working environment and to identify areas that are effective in enabling the delivery of the Centre's Mission and areas in which improvements can be made.

Educ8tions Ltd. is currently also undertaking a Centre-wide operational excellence project, the aim of which is to develop and sustain the Centre's capacity to deliver optimal support services to students and staff, and to create a culture of continuous improvement.

- 1) Undertake a Staff Survey every three years and act on its findings, conducting follow-up interim surveys as required.
- 2) To develop and implement a plan to support the people and organisational development elements of the operational excellence project.

3.b Leadership and Management Development

The Centre will continue to develop and deliver a full and coherent strategy for developing management and leadership capabilities across the Centre. The strategy will evolve over time and, amongst other areas, will develop capabilities in leadership, change management, strategy development and implementation, performance management and support the development of a coaching culture.

- 1) Provide leadership coaching to Directors, Internal Quality Assurers (IQA), Business Development Managers (BDM), Department Heads and Officers e.g. safeguarding.
- 2) Offer 360 degree feedback for senior staff.
- 3) Provide academic leaders with support and development at key stages of their careers, including promotion.
- 4) To offer a range of management development activities for all managers in response to Centre needs.



3.c ChangeManagement

As competition increases in the sector, the Centre needs to ensure that it is able to recruit and retain students by offering attractive courses, high quality teaching and effective structures and processes, as well as ensuring that our research profile remains strong.

In order to achieve this, the Centre needs to create an agile, change-ready and flexible workforce equipped to take forward new initiatives.

- 1) To build the capability of leaders and managers, and management teams, to lead and manage change.
- 2) Through training and development improve the personal resilience of staff and managers so that they are better prepared to manage and deliver change.
- 3) Continue to provide professional advice and, in particular, address employee relations and staff development issues relating to change projects across the Centre.
- 4) To monitor the impact of organisational change through the staff survey.

3.d ResearchExcellence

Developing excellence in research is a key Centre objective. Research is a core strand, along with teaching and administration, of all academic staff roles at Educ8tions Ltd. Providing research led teaching, carrying out high quality research and generating research income are core to our business. To enhance research performance consideration needs to be given to supporting staff to excel in this area.

- 1) Develop the capability of academic staff to support newly appointed and less research productive staff through mentoring.
- 2) Develop a programme of workshops to provide staff with the skills to write grant applications, present papers etc.
- 3) Develop and deliver an effective Equality Code of Practice.
- 4) To provide academic and research staff with transparent understanding of Centre expectations, the process of selection and the process to activate to apply for reduction in submission numbers.

3.e

3.f AcademicProfessionalDevelopment

The importance of academic professional development related to learning and teaching issues is recognised by the Centre. Through the establishment of a coordinated programme of professional academic development for those teaching and supporting



learning, the Centre is taking an enhanced approach to supporting academic staff across the institution in the maintenance and development of their professional competence. This integration of development activity for academic staff will help to create an inclusive culture, ensuring that the needs of academic staff – whether full or part-time – are recognised. Co-coordinating this with student learning development support will provide an interface between these two aspects which will ensure that academic professional development is informed by a clear picture of student learning needs.

Developing Professional Competence in Teaching

This is now on the Government agenda. All newly appointed academic staff are required to undertake the ITT. This is a prerequisite for passing academic probation. The Centre offers the Initial Teacher Training (ITT).

Continuing Professional Development

The Centre encourages active engagement with the IfL and provides support for academic staff in applying for individual membership of the IfL, we require staff to record their CPD with IfL and update this on their reflect site on an annual basis.

Rewarding Excellence in Learning, Teaching and Assessment

We have a rewards and recognition policy and this will be implemented.

3.g Staff Training and Development

Educ8tions Ltd. is committed to providing training and development opportunities to ensure that all staff are competent and appropriately skilled to meet the current and future aims and needs of the Centre. All staff are able to access training and development opportunities appropriate to their role, including teaching and scholarship staff and part-time staff.

A number of providers deliver non-subject-specific development for staff. These providers include the Learning and Organisational Development team (general skills and management training); Health and Safety Officer (health and safety training) and Information Technology Services (IT training).

Alongside this provision, wherever possible subject-specific staff development needs are met by the relevant Department.

The Centre will continue to provide training for staff in Centre-wide systems, such as the Progress and Development Review, and in areas of skills or knowledge required by law or best practice such as Recruitment and Selection, Equality and Diversity, Disability Awareness, Health and Safety and Induction.



It is the Centre's aim to ensure that all members of staff understand that they are responsible for their own development, with the support and guidance of their line manager. The Centre also aims to ensure that all staff with people management responsibility are competent in the skills of managing and supporting their staff.

- 1) To develop processes for capturing organisational training needs.
- 2) To develop a wider programme of general learning activities, which meets the Centre's ongoing needs.
- 3) To develop capabilities in coaching others, mentoring and supporting others' learning and development on the job.
- 4) To provide a programme of development to support staff and managers with delivery of effective customer service, including handling student expectations. This includes training and development sessions within the Leadership and Management Development Strategy for staff with people management responsibility.
- 5) To explore flexible methods of training and development delivery.

THEME 4: Staff well-being and development

Centre Objective: **Provide an inclusive working environment for staff**

Aim – to provide a safe and healthy working environment that promotes staff well-being.

4.a Well-being

The promotion of well-being can have benefits for both employees and the organisation in the form of increased commitment and job satisfaction, improved morale, staff retention, improved performance and productivity and reduced staff absence and cost.

To this end, a range of staff benefits are already in place including counselling, an occupational health service (including health checks), work/life balance policies such as flexible working and career breaks and the cycle to work scheme.

- 1) Consider what further strategies can be put in place to improve the work/life





balance of hardworking staff at Educ8tions Ltd.

- 2) Consider introducing an Employee Assistance Programme.
- 3) Promote the use of mediation as a tool for addressing workplace disputes.
- 4) Promote the Equality policy which supports a culture where all are respected, treated fairly and not discriminated against.

4.b SicknessAbsence

The Centre recognises that staff absences are costly in terms of loss of skills and experience, operational difficulties, colleagues covering for absence, and sick pay.

As part of Educ8tions Ltd.'s commitment to promote the health and well-being of staff, a new policy has been developed to manage sickness more effectively. Currently, sickness absence reporting and monitoring is not consistently carried out across the Centre and management information is difficult to generate.

- 1) Implement the new sickness absence policy and equip managers to manage sickness absence cases more effectively.
- 2) Improve sickness absence management reporting and monitoring in order to determine the level of sickness absence at Educ8tions Ltd.

4.c EmployeeEngagement

- 1) Promoting employee engagement enables staff to understand the aims and objectives of the organisation, sign up to and support them, and contribute to the achievement of Centre objectives. This is particularly important at a time when the sector as a whole and Educ8tions Ltd. face major challenges.
- 2) Improve line manager impact on staff engagement through regular and more effective communication.
- 3) Clarify the institution's aims, plans and strategy, and increase the visibility of senior staff.



THEME 5: Equality and diversity

Centre Objectives: **Create a diverse student body**

Provide an inclusive working environment for staff

Aim–

to attract and retain a diverse staff community that reflects the Centre's diverse student population, and embed equality and diversity into all Centre activity.

A key strand of Educ8tions Ltd.'s Mission is to ensure that the Centre provides an inclusive learning and working environment for its students and staff so that all develop to their full potential. Educ8tions Ltd. has a long tradition of providing opportunities for staff and students from diverse backgrounds and is committed to providing equality of opportunity for both staff and students.

To embrace Educ8tions Ltd.'s vision of equity and access, we want to ensure that equality and diversity is an integral part of the Centre's practices and is embedded in all that we do. We have strived to build an enabling environment free from prejudice, discrimination and harassment by supporting the diverse and cultural needs of staff and students, through a range of awareness raising activities across the Centre.

5.a Equality Initiatives

Under the Equality Act 2010, the Centre has a general duty to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share a relevant characteristic and persons who do not.

5.b Equalities Committee

Educ8tions Ltd.'s Board of Directors has responsibility for the Centre's strategic equality direction, monitoring and reporting on progress annually. The Equality Strategy is the Centre's overarching strategic framework articulating Educ8tions Ltd.'s equality approach; it is supported by an implementation plan.

5.c Equality Objectives

We have developed and committed to four key equality objectives over the next four years (2014 – 2018) to strengthen our performance of the general and specific duties. These objectives will be underpinned by detailed activities and will be monitored on an annual basis. The objectives are:

Objective 1: Compliance with equalities legislation by promoting equality of opportunity and diversity in all that we do.



Objective 2: Raise awareness and understanding for all staff and students of their equality and diversity responsibilities.

Objective 3: Develop a diverse workforce reflective of the student body.

Objective 4: Develop an inclusive and enabling environment that promotes tolerance, acceptance and freedom from discrimination at work, study and in all that we do.

The Centre has a wide range of policies on flexible working, career breaks, maternity, paternity, parental and adoption leave where some provisions are more beneficial than the law requires.

The recruitment and selection policy and guidelines have been revised to reflect changes in legislation and best practice.

- 1) Provide mandatory recruitment and selection training, with a specific focus on equality, for panel members, with all panels reflecting the diversity of the Centre population (e.g. they contain at least one member of each sex).

5.d Equality Monitoring

The data is collected from our forms of which are based on our Equality policies. This data is then collated into a master spreadsheet. Publish the outcomes of our monitoring through an annual report capturing an analysis of the trends and patterns which feed into strategic workforce action planning.

5.e Training

We are committed to training all staff to ensure that they are aware of their equality and diversity obligations.

- 1) Run recruitment and selection and performance and development workshops, specifically covering equality and diversity.
- 2) Include specific equality and diversity and disability sessions on the staff induction programme.
- 3) Continue to offer training to support the diverse and cultural needs of staff and students through a range of equality and diversity activities across the Centre.



THEME 6: Performance development

Centre Objectives: **Teaching and research excellence**

Develop staff to their full potential

Aim – to ensure that staff are equipped to carry out their roles effectively and develop to their full potential, and that the Centre embeds a culture of consistent high performance.

The Centre is committed to providing support for all staff in the acquisition of skills, knowledge and experience to meet both the current and future needs of its Mission. It supports the development of a culture that values high performance, including the development of high performing teams.

6.a Induction

In order to support staff to carry out their roles to a high standard, the performance standards expected of them need to be made clear at the point of recruitment, through the induction and probation process, and then through regular appraisal and review meetings. Staff should be given the necessary support and training and development to enable them to fulfil their role requirements.

- 1) Review the staff induction and probation processes.
- 2) Build coaching and mentoring capabilities of line managers.

6.b Progress Review

The Centre recognises that there is a strong sense of commitment, loyalty and achievement amongst staff at Educ8tions Ltd., and that the continued success of the Centre depends on staff understanding and performing their roles to a high standard, continuing to learn and develop and being flexible in response to new challenges.

The Centre's Progress and Development Review (PDR) system provides an annual, formal opportunity for all staff to review their progress and plan activity. It is also an opportunity to identify and record any related development and support necessary to carry out their roles effectively, develop to their full potential and ultimately, to enable the Centre to achieve its Mission. It complements the ongoing discussions between staff and line managers about progress and planning and provides a formal annual record.

To date, the Centre recognises, with concern, that low numbers of academic staff have taken part in this review scheme, and that it is important that all staff have the



opportunity to discuss their progress, development and plans, and their contribution to the School and wider Centre.

Training for staff responsible for conducting reviews is now mandatory and monitoring of participation in the PDR system will continue.

- 1) Review academic PDR process.
- 2) Continue to provide PDR training for all new staff and those new to conducting a PDR at Educ8tions Ltd.
- 3) Audit return rates of PDRs as agreed with senior managers.

6.c Rewarding Exceptional Performance

The Centre is committed to recognising and rewarding exceptional performance.

6.d Under Performance

The Centre recognises that it is important to deal effectively and at the earliest opportunity with under performance, so that the morale and work of the majority of staff is not affected adversely by colleagues who are not achieving their objectives. The Centre also recognises that dealing with underperformance can be difficult and time-consuming for managers.

- 1) Develop a new capability policy reflecting Acas good practice guidelines.
- 2) Ensure that under performance and incapability are dealt with promptly in a consistent, fair and sensitive manner, by providing managers with training to manage performance and advising on individual cases.



THEME 7: Employment framework

Centre Objectives: **Teaching and research excellence**

Respond rapidly to new and changing opportunities

Aim–

to provide an effective framework that fosters good employee relations and supports managers in people management.

The HR department facilitates the implementation of the People Strategy by providing a high quality service to support delivery of Educ8tions Ltd.'s Mission and ensuring that Educ8tions Ltd. staff have the skills needed to meet current and future challenges.

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Ltd.'s employment policies and procedures (approved by Directors) provide an important framework and source of guidance to managers and staff for effectively managing employment issues.

- 1) Continuously review and update policies to reflect Centre requirements and provide briefings, training and coaching, as appropriate, on policy implementation; in particular, managing without a retirement age and more flexible employment.
- 2) Continue to work closely with the trade union on strategic, policy and individual matters.
- 3) Implement the Revised Model Statute and associated policies and procedures that cover grievance, conduct, performance, ill health and redundancy for academic staff.
- 4) Improve HR management information to inform decision making.
- 5) Utilise the current computerised HR system to its full capability and undertake a system capability review in 2014 to assess whether it still fits for purpose and can meet changing Centre requirements.
- 6) As part of Educ8tions Ltd.'s operational excellence project, improve the effectiveness of the service provided by HR by continuous review and improvement of processes, and introduction of automated processes wherever feasible e.g. exit interviews.
- 7) Review the service level agreement.
- 8) Consider other models of service provision e.g. shared services/outsourcing.



Appendix 1

ProgressionbetweenGrades

- 1) Progression of staff to a higher grade will be on an equitable and transparent basis, the details of which will be developed in partnership between HE institutions and their recognised trades unions – acknowledging in particular established arrangements for progression of present Lecturer A (pre-92 universities) and Lecturer (post-92 HEIs) grades, and taking account of equal pay considerations.
- 2) JNCHES will issue guidance on key aspects.

ProgressionwithinGrades

- 1) All staff covered by this agreement will have pay progression opportunities within the pay range for their grade.
- 2) Arrangements for such progression should be: designed to offer equal opportunities for all staff in each particular grade, and to reward the acquisition of experience and contribution; and operated with demonstrable fairness, transparency and objectivity.
- 3) Progression within each pay range will depend in part on an individual's length of service in the grade and in part on an assessment of their contribution; although staff will have a normal expectation of annual progression up to the contribution threshold for their grade, subject exceptionally to established procedures for dealing with performance problems.
- 4) HE institutions will determine detailed arrangements for progression, in partnership with their recognised trades unions and in accordance with the principles set out in Appendix D; and will communicate these clearly to staff.
- 5) JNCHES will develop good practice guidance in this area.

WorkingHours

- 1) The application to all staff at the same grade level in an institution of equivalent pay ranges (drawn from the pay spine) assumes comparable working hours, reflecting statutory requirements on equal pay for work of equal value.
- 2) HE institutions will be recommended to harmonise the length of the standard working week for all staff with a defined working week – in particular resulting in a reduction in the nationally agreed hours for manual staff – as early as possible and by no later than 1 August 2005.
- 3) HE institutions will negotiate with their recognised trade unions arrangements for appropriate enhancement of those pay ranges for any individuals or groups of staff with, exceptionally, a longer standard working week.
- 4) HE institutions will also negotiate in partnership with the relevant recognised unions about extra payments for staff at appropriate levels who are required regularly or occasionally to work additional hours. Until agreed otherwise, premium payments will continue on the basis of national and local agreements in force on 31 July





2003.

- 5) Such negotiations will include changes in working practices related to the harmonisation of the working week.

Attraction and Retention Premia

- 1) Institutions may supplement pay rates for each grade, for some or all staff, where labor market conditions dictate. Appendix E sets out guidelines for the use of such premia. Institutions should adopt appropriate policies and procedures with

PRINCIPLES FOR THE DETERMINATION AND IMPLEMENTATION OF PAY AND GRADING STRUCTURES

The following principles underpin all aspects of this Framework Agreement. Every institution covered by this agreement will adopt pay and grading structures which: apply to all staff covered by the remit of the JNCHES, except clinical academics;

- 1) have been developed in partnership with their recognised trades unions, working to reach negotiated agreements on a timely basis;
- 2) link with the nationally determined pay spine in a clearly defined, rational and orderly manner; support the achievement of equal pay for work of equal value, with the application of pay points to staff being transparent, consistent and fair;
- 3) base the allocation of staff to grades on the outcomes of job evaluation/role analysis arrangements which:
- 4) enable equitable, consistent and transparent judgments to be made about the relative value or size of jobs;
- 5) apply institution-wide, covering all groups of staff;
- 6) reflect the JNCHES guidance which will be updated in autumn 2003;
- 7) have been administered in consultation with the recognised unions;
- 8) provide access to appropriate review procedures, in the event of disputes about grading outcomes;
- 9) apply common grading across all staff groups, including where pay structures are expressed locally in terms of more than one job family or career pathway;
- 10) be appropriate to the objectives and culture of the HE institutions to which they apply;
- 11) provide for salary and career progression to attract, retain and motivate staff, rewarding appropriately their knowledge, experience and contribution;
- 12) have regard to the resources likely to be available to the institution;
- 13) be readily implementable over a sustained period;
- 14) be developed and introduced in consultation with those affected – managers, staff and their representatives;
- 15) be readily understandable to staff and clearly communicated to them an emphasis on equity and transparency, as developed in partnership with their recognised trades unions.
- 16) Unless otherwise agreed, determination of London weighting will remain within
- 17) the ambit of JNCHES for those staff for whom such payments are currently part of national negotiations (including those at pre-1992 institutions joining the





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Consortium which will be reviewing the arrangements on London pay in the light of this Agreement).

Equal Opportunities and Pay

- 1) Action to foster more equal opportunities and to ensure delivery of equal pay for work of equal value is at the heart of this Framework Agreement, and needs to underpin its implementation at local level.
- 2) Arrangements for grading, progression between and within grades, working hours and attraction and retention supplements should be designed accordingly, and should where appropriate facilitate part-time and flexible working arrangements.
- 3) Where - following negotiation with their recognised trades unions - HE institutions establish arrangements for payment of bonuses, honoraria, responsibility allowances and other non-consolidated payments, they will operate these with due regard to equal pay and equal opportunities considerations.
- 4) Institutions will be encouraged to monitor and review the impact of the new arrangements by undertaking periodic equal pay audits, in line with the guidance issued by JNCHES in March 2002.
- 5) Institutions will be expected to take account of the guidance issued by JNCHES on: Fixed-term and casual employment (July 2002); Partnership for equality (February 2003); and Work-life balance (July 2003).
- 7) Institutions will also consider the implications of this Framework Agreement - as regards equal pay for work of equal value and other equalities issues – for staff not covered by current national agreements.

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