

Committee	HR & R Committee		
Date paper prepared	11/05/2022	Date of committee meeting	16/05/2022
Subject	NRPA Update – Lecturing Staff		
Author	Judith Fenton HR & OD Lead		
Action requested	For discussion and to note this as completed		
Purpose of the paper	To provide an update on progress in relation to the transfer of Lecturing staff at the Scalloway Campus on to NRPA terms and conditions. The terms and conditions covered by the National Recognition Partnership Agreement are set out in circular 03/19 available here .		
Brief summary of the paper	This paper sets out the process to date, including details of the scoring and matching processes undertaken in relation to 9 lecturing staff at Scalloway Campus who have now transferred on to NRPA Terms and Conditions. Following an extra-ordinary LNCC where EIS-FELA requested that the terms and conditions be back dated to August 2021, we negotiated a transfer date of 1 st May 2022 (ahead of our initial planned date of August 2022).		
Consultation	Extensive consultation and negotiation with EIS-FELA via the LNCC. Consultation with affected employees and the SMG.		
Resource implications	The cost of this was budgeted for within the merger business case. The additional cost of bringing the changes in from May 2022 – 3 months early – was additional and around £15,000.		
Risk implications	None		

Link with strategy	N/A
<u>Equality, Diversity and Inclusion</u>	N/A
Island Community Impact	N/A
Paper status	<input checked="" type="checkbox"/> Open – The paper may be circulated to non-members of the committee and published online without restriction. <input type="checkbox"/> Restricted – The paper must not be circulated to non-members or published online until after the committee meeting. <input type="checkbox"/> Confidential - The paper must not be circulated beyond the committee members and should not be published online. [Please note papers may still be subject to Freedom of Information requests – see below].
<u>Freedom of information</u>	Open If closed/ withheld, select date this will become 'open': Enter a date.

Summary:

UHI Shetland has completed the matching process for lecturing staff. There has been a staff change within the Nautical Department – a leaver and a new start – and so the table has been updated to reflect this.

UHI Shetland has completed the scoring process for promoted lecturers. The detail of which is outlined here but all promoted lecturers are at Level 2.

Lecturers:

Please see the below summary table. A panel of SUHI management staff met on 24th January 2022 to assess the position point for our existing staff not currently on NRPA, the same process was undertaken in April 2022 to assess the position point for Employee 3 – a new start (replacing a leaver)¹.

Name	Job Title	Current Pay (excl. DIA)	Start Date	TQFE	Proposed Point Position	Proposed Rate of Pay
Employee 1	Nautical Lecturer	£37,192	03/12/2018	Doing	5	£42,357
Employee 2	Nautical Lecturer	£37,192 plus Marine Bonus	01/05/2014	Yes	5	£42,357
Employee 3	Nautical Lecturer	£39,608.48	11/04/2022	Yes	5	£42,357
Employee 4	Marine Engineer Lecturer	£34,096	2020	Doing	3	£38,264
Employee 5	Engineering Lecturer	£30,731	2016	No	5	£42,357
Employee 6	Engineering Lecturer	£30,731	2016	No	5	£42,357

Promoted Lecturers

Please see overleaf detail of the scoring process and the rationale for each score, per role. The LNCC agreed and confirmed that the process followed meets the requirements set out in the NJNC circulars.

¹¹ The role of lecturer is defined in circular

Senior Lecturer: Engineering and Nautical

Summary:

Role Profile Criteria	Level 1, 2 or 3
Academic Leadership	2
Strategic Planning and Direction	2
Operational and Resource Planning	2
Staff	2
Budget	2
Quality Assurance	1
Key Performance Indicators	2
External Stakeholder Engagement	2
Curriculum Planning and Development (including commercial)	1
Teaching Delivery	2
Cross College Role	1
TOTAL	19 (Level 2)

Scoring:

Level 1	0-16
Level 2	17-28
Level 3	29-33

Academic Leadership: Level 2

We concluded that the role satisfied the requirements for Level 2 which is defined as:

Responsibility for leading a large single curriculum area or several related, small curriculum areas.

- *It would be expected that the post holder would normally have some background experience in teaching within part of the curriculum area and knowledge of qualifications.*
- *Leadership would encompass ensuring effective delivery of the curriculum to meet student needs with the ability to implement change.*

Strategic Planning and Direction: Level 2

After discussion, we concluded that the role satisfies the requirements for Level 2, which is defined as:

Strategic planning of curriculum areas, e.g. changing programmes, FE/HE balance. Contributing to progression pathways and employer partnerships.

Operational and Resource Planning: Level 2

Initially some members felt that this role fully meet the requirements at Level 1. However upon discussion, we concluded that the role meets most of the requirements t for level 2 which is defined as:

Leads team operational plan development, develops targets for improvement, monitors the plan objectives and reports on progress.

- ***Advises, makes proposals and sources required resources.***
- ***Timetables for the area of responsibility.***
- ***Manages curriculum resource and timetable requirements to meet student needs (i.e. student guidance, employability, essential skills and work placement).***

We acknowledge that the areas around managing curriculum resource are only partially met by the role holder at this time, but on the basis that the other areas can be demonstrated we were happy to assess this as Level 2 overall.

Staff: Level 2

The role has total line management responsibility for their team and on that basis meet the criteria for level 2:

Leads and directly manages a reasonably large or diverse staff team with the ability to amend existing work practices resolving problems with assistance.

- *Involvement in the recruitment of staff, supporting staff in their development, absence management, informal/first level grievance and disciplinary involvement, performance management. Organisation and operational line management of staff supporting the curriculum.*

Budget: Level 2

It was noted that there are high levels of devolved authority for spending and replacement purchasing, in this area but that the role holders are responsible for monitoring this. Some debate in relation to 'staff budget' which, at this time is managed centrally in Scalloway. Concluded level 2 on balance.

Monitors staff budget i.e. temporary staffing hours.

Materials budget responsibility.

- *Monitoring spend or making procurement recommendations.*
- *Key influence in replacement/purchasing decisions.*

Quality Assurance: Level 1

Scalloway Campus presently has a QA Manager and therefore much of the requirements for level 2 are met outside of this role, consequently we concluded that this role fulfilled the requirements for level 1 which is defined as:

Responsible for the organisation of quality assurance, IV and self-evaluation processes for courses and services within own area of responsibility.

- *i.e. co-ordinates course team self-evaluation, standardisation meetings and actions that arise from these. Co-ordinate resulting of students within defined curriculum areas. Leads IV. Supports peer review process. Supports curriculum compliance arrangements including course report writing.*

Key Performance Indicators: Level 2

Consensus that this is an area that we anticipate greater responsibility in going forward and acknowledgement that the role holder is relatively new in post. Agreement that the role meets the requirements for level 2, though presently some support to achieve this is still offered by SMG. Level 2 is defined as:

Responsible for monitoring and achievement of performance indicator targets within curriculum area. Initiates and leads actions for improvement.

- *Agrees/sets and monitors targets for student recruitment, retention, attainment, progression, equalities, credit achievement, income generation, student satisfaction.*
- *Formal involvement with student/course complaints (including local resolution and investigation).*

External Stakeholder Engagement: Level 2

Consensus that this role meets the requirement for Level 2, but not Level 3. Level 2 states:

Creates and sustains effective relationships with employers, relevant partner organisations and awarding bodies at operational level for the operation and development of the curriculum.

- *Relates to small proportion of College's external contacts but major impact on particular curriculum area.*

Curriculum Planning and Development: Level 1

Consensus that, in the future, the responsibility in this area for this role has the potential to grow however, at this time, this role meets the criteria for level one:

Contributes to curriculum planning and development within own area of responsibility and reflects on regional and national priorities.

Teaching Delivery: Level 2

Consensus that the present way of working will change going forward and recognition that teaching hours will reduce. Assessment that staff shortages / restrictions recently have resulted in an increase in teaching hours but that this does not reflect the 'norm' and therefore assessed that the role at level 2 in this area:

Around half of the teaching week teaching student facing delivery and associated preparation, proportionate to allow for other promoted role duties.

Cross College Role: Level 1

In recognition of our recently merged status, consensus that this will be an area for development as increased areas of leadership/coordination across our campuses are established, but at this time role assessed at level 1, defined as:

Engages in cross college initiatives or may have a specific cross college single subject leadership/coordination role.

Senior Lecturer: Extended Maritime Courses

Summary:

Role Profile Criteria	Level 1, 2 or 3
Academic Leadership	2
Strategic Planning and Direction	2
Operational and Resource Planning	2
Staff	2
Budget	2
Quality Assurance	1
Key Performance Indicators	2
External Stakeholder Engagement	2
Curriculum Planning and Development (including commercial)	2
Teaching Delivery	2
Cross College Role	1
TOTAL	20 (Level 2)

Scoring:

Level 1	0-16
Level 2	17-28
Level 3	29-33

Academic Leadership: Level 2

We concluded that the role satisfied the requirements for Level 2 which is defined as:

Responsibility for leading a large single curriculum area or several related, small curriculum areas.

- *It would be expected that the post holder would normally have some background experience in teaching within part of the curriculum area and knowledge of qualifications.*
- *Leadership would encompass ensuring effective delivery of the curriculum to meet student needs with the ability to implement change.*

Strategic Planning and Direction: Level 2

After discussion, we concluded that the role satisfies the requirements for Level 2, which is defined as:

Strategic planning of curriculum areas, e.g. changing programmes, FE/HE balance. Contributing to progression pathways and employer partnerships.

Operational and Resource Planning: Level 2

Initially some members felt that this role fully meet the requirements at Level 1. However upon discussion, we concluded that the role meets most of the requirements t for level 2 which is defined as:

Leads team operational plan development, develops targets for improvement, monitors the plan objectives and reports on progress.

- ***Advises, makes proposals and sources required resources.***
- ***Timetables for the area of responsibility.***
- ***Manages curriculum resource and timetable requirements to meet student needs (i.e. student guidance, employability, essential skills and work placement).***

We acknowledge that the areas around managing curriculum resource are only partially met by the role holder at this time, but on the basis that the other areas can be demonstrated we were happy to assess this as Level 2 overall.

Staff: Level 2

The role has total line management responsibility for their team and on that basis meet the criteria for level 2:

Leads and directly manages a reasonably large or diverse staff team with the ability to amend existing work practices resolving problems with assistance.

- ***Involvement in the recruitment of staff, supporting staff in their development, absence management, informal/first level grievance and disciplinary involvement, performance management. Organisation and operational line management of staff supporting the curriculum.***

Budget: Level 2

It was noted that there are high levels of devolved authority for spending and replacement purchasing, in this area but that the role holders are responsible for monitoring this. Some debate in relation to 'staff budget' which, at this time is managed centrally in Scalloway. Concluded level 2 on balance.

Monitors staff budget i.e. temporary staffing hours.

Materials budget responsibility.

- ***Monitoring spend or making procurement recommendations.***
- ***Key influence in replacement/purchasing decisions.***

Quality Assurance: Level 1

Scalloway Campus presently has a QA Manager and therefore much of the requirements for level 2 are met outside of this role, consequently we concluded that this role fulfilled the requirements for level 1 which is defined as:

Responsible for the organisation of quality assurance, IV and self-evaluation processes for courses and services within own area of responsibility.

- *i.e. co-ordinates course team self-evaluation, standardisation meetings and actions that arise from these. Co-ordinate resulting of students within defined curriculum areas. Leads IV. Supports peer review process. Supports curriculum compliance arrangements including course report writing.*

Key Performance Indicators: Level 2

Consensus that this is an area that we anticipate greater responsibility in going forward and acknowledgement that the role holder is relatively new in post. Agreement that the role meets the requirements for level 2, though presently some support to achieve this is still offered by SMG. Level 2 is defined as:

Responsible for monitoring and achievement of performance indicator targets within curriculum area. Initiates and leads actions for improvement.

- *Agrees/sets and monitors targets for student recruitment, retention, attainment, progression, equalities, credit achievement, income generation, student satisfaction.*
- *Formal involvement with student/course complaints (including local resolution and investigation).*

External Stakeholder Engagement: Level 2

Consensus that this role meets the requirement for Level 2, but not Level 3. Level 2 states:

Creates and sustains effective relationships with employers, relevant partner organisations and awarding bodies at operational level for the operation and development of the curriculum.

- *Relates to small proportion of College's external contacts but major impact on particular curriculum area.*

Curriculum Planning and Development: Level 2

Consensus that this role meets the criteria for level 2:

Ensures curriculum planning and development within areas of responsibility is in line with regional and national priorities. Advises on curriculum changes that reflect these priorities.

Teaching Delivery: Level 2

Consensus that the present way of working will change going forward and recognition that teaching hours will reduce. Assessment that staff shortages / restrictions recently have resulted in an increase in teaching hours but that this does not reflect the 'norm' and therefore assessed that the role at level 2 in this area:

Around half of the teaching week teaching student facing delivery and associated preparation, proportionate to allow for other promoted role duties.

Cross College Role: Level 1

Last modified: 13/05/2022 11:30

In recognition of our recently merged status, consensus that this will be an area for development as increased areas of leadership/coordination across our campuses are established, but at this time role assessed at level 1, defined as:

Engages in cross college initiatives or may have a specific cross college single subject leadership/coordination role.

Senior Lecturer: Head of Aquaculture Training Section

Summary:

Role Profile Criteria	Level 1, 2 or 3
Academic Leadership	2
Strategic Planning and Direction	2
Operational and Resource Planning	3
Staff	2
Budget	2
Quality Assurance	2
Key Performance Indicators	2
External Stakeholder Engagement	3
Curriculum Planning and Development (including commercial)	3
Teaching Delivery	2
Cross College Role	1
TOTAL	24 (Level 2)

Scoring:

Level 1	0-16
Level 2	17-28
Level 3	29-33

Academic Leadership: Level 2

We discussed the significant leadership element to this role, and the capacity to lead that in some areas the role concluded that the role satisfied the requirements for Level 2 which is defined as:

Responsibility for leading a large single curriculum area or several related, small curriculum areas.

- *It would be expected that the post holder would normally have some background experience in teaching within part of the curriculum area and knowledge of qualifications.*
- *Leadership would encompass ensuring effective delivery of the curriculum to meet student needs with the ability to implement change.*

Strategic Planning and Direction: Level 2

After discussion, we concluded that the role satisfies the requirements for Level 2, which is defined as:

Strategic planning of curriculum areas, e.g. changing programmes, FE/HE balance. Contributing to progression pathways and employer partnerships.

Operational and Resource Planning: Level 3

Detailed discussion was had in relation to the Level at which this role sits. It was concluded that whilst there are elements relating to staff resources / spend / changes that do not sit within this role, this factor is recognised under the budget criteria descriptor. Consequently, it was agreed that as the role covers the other aspects relating to level 3, it should be scored as level 3 which is defined as:

- ***Supports senior management compiling operational plans, develops targets for improvement, monitors plan objectives and reports on progress.***
- ***Manages resources, monitors resource utilisation overall, justifies resource spend/changes (including staffing, financial and non-financial).***
- ***Oversees the timetabling of the area of responsibility and ensures effective utilisation of resources.***
- ***Oversees a curriculum requirements to meet student needs i.e. work placements and employability opportunities, student guidance and essential skills.***

Staff: Level 2

The role has total line management responsibility for their team and on that basis meet the criteria for level 2:

Leads and directly manages a reasonably large or diverse staff team with the ability to amend existing work practices resolving problems with assistance.

- *Involvement in the recruitment of staff, supporting staff in their development, absence management, informal/first level grievance and disciplinary involvement, performance management. Organisation and operational line management of staff supporting the curriculum.*

Budget: Level 2

The role is responsible for monitoring spend. Some debate in relation to 'staff budget' which, at this time is managed centrally in Scalloway. Concluded level 2 on balance.

Monitors staff budget i.e. temporary staffing hours.

Materials budget responsibility.

- *Monitoring spend or making procurement recommendations.*
- *Key influence in replacement/purchasing decisions.*

Quality Assurance: Level 2

Scalloway Campus presently has a QA Manager. However though some of these activities are undertaken by the QA Manager, this role is responsible for most of the activity associated with QA,

Last modified: 13/05/2022 11:30

with the QA role limited to data input, consequently we concluded that this role fulfilled the requirements for level 2 which is defined as:

Responsible for the organisation of IV, quality and self evaluation processes within curriculum areas of responsibility. Contributes to quality improvement and enhancement initiatives.

- *i.e. Manages course team self-evaluation, standardisation meetings and associated action monitoring. Manages resulting of students within curriculum area. Leads IV. Co-ordinates peer review. Co-ordinates curriculum compliance arrangements.*

Key Performance Indicators: Level 2

Consensus that this is an area that we anticipate greater responsibility in going forward and acknowledgement that the role holder is relatively new in post. Agreement that the role meets the requirements for level 2, though presently some support to achieve this is still offered by SMG. Level 2 is defined as:

Responsible for monitoring and achievement of performance indicator targets within curriculum area. Initiates and leads actions for improvement.

- *Agrees/sets and monitors targets for student recruitment, retention, attainment, progression, equalities, credit achievement, income generation, student satisfaction.*
- *Formal involvement with student/course complaints (including local resolution and investigation).*

External Stakeholder Engagement: Level 3

There is variation between the roles. Engineering and nautical and extended maritime courses roles meet the criteria for level 2.

Creates and sustains effective relationships with employers, relevant partner organisations and awarding bodies at operational level for the operation and development of the curriculum.

- *Relates to small proportion of College's external contacts but major impact on particular curriculum area.*

The aquaculture role demands a significant focus on stakeholder engagement and devolved authority to identify new stakeholders and maintain and grow relationships with existing stakeholders directly, on a national and international level to develop this area of business. This role meets criteria for level 3.

Creates and sustains effective partnership working with stakeholders and employers at strategic level.

- *Relates to large proportion of College's external contacts with authority to deal with external relationship management*

Curriculum Planning and Development (including commercial): Level 3

Much discussion on this. The role certainly meets Level 2 but we had discussion on the criteria for Level 3. It was acknowledged that for this criteria, commercial aspects relating to curriculum planning and development are stated. On that basis, the panel concluded that this role should be placed at level 3, as there is sufficient evidence that it meets the criteria defined as:

***Leads curriculum planning and development, reflecting on regional and national priorities.
Implements curriculum changes/ initiatives that reflect these priorities.***

Teaching Delivery: Level 2

Consensus that the present way of working will change going forward and recognition that teaching hours will reduce. Assessment that staff shortages / restrictions recently have resulted in an increase in teaching hours but that this does not reflect the 'norm' and therefore assessed that the role at level 2 in this area:

Around half of the teaching week teaching student facing delivery and associated preparation, proportionate to allow for other promoted role duties.

Cross College Role: Level 1

In recognition of our recently merged status, consensus that this will be an area for development as increased areas of leadership/coordination across our campuses are established, but at this time role assessed at level 1, defined as:

Engages in cross college initiatives or may have a specific cross college single subject leadership/coordination role.