



## Regrading Procedure

### 1.0 Introduction

- 1.1 This procedure explains the process of the re-assessment of the grade of a role within the University, to ensure that an individual receives the correct remuneration for the role that they are undertaking and that the University is fulfilling its legal obligations in respect of equal pay for work of equal value.
- 1.2 This procedure applies to all members of staff employed by Staffordshire University and Staffordshire University Services Ltd other than “holders of senior posts” as determined from time to time by the Board of Governors in accordance with the University’s Articles and Instruments of Government.
- 1.3 The procedure has been adopted after consultation with the recognised Trade Unions, UCU and UNISON.

### 2.0 General Principles

- 2.1 The particular skills and behaviours required for roles are sometimes difficult to define in detail and may vary from time to time without changing the general character or the level of responsibility of the role. Such variations themselves cannot justify consideration for a re-assessment of grade. Furthermore, there may be occasions when an individual contributes to something outside the scope of their role on a voluntary basis, in order to assist their career development, such circumstances would also not justify consideration for a re-assessment of grade.
- 2.2 However, on occasions there will be situations where responsibilities and the skills and behaviours required for the role have changed sufficiently to warrant consideration of the grading and/or designation of the role. Such changes may for example be due to the changing nature of the responsibilities of the role due to technological developments, reshaped working practices, changing internal or external demands. All changes to roles, will be agreed by the line manager and underpinned by the Business Plan for the School or Service.
- 2.3 The nature of the scope, responsibilities and duties of a role should be discussed by both parties as an integral part of the Performance, Development and Review process (PDR process). Where warranted the Regrading Procedure will then be applied.
- 2.4 Regrading applications must be justified on the grounds that the role has changed substantially in terms of the responsibilities, skills and behaviours required in order to satisfactorily perform the duties of the role. In practice, this means that the changes in the responsibilities, skills and behaviours required must be sufficient to warrant a reassessment when the whole role is analysed in accordance with the HERA Job Evaluation Scheme.
- 2.5 An individual cannot be considered for a regrating within 12 months of the outcome from the last assessment or until a complete PDR cycle has elapsed.
- 2.6 It is important to stress that the grading of a role may increase or decrease against the current grade

of the role depending upon the evidence provided during the process.

- 2.7 Where these changes are identified as being temporary in nature, the manager may wish to consider a payment in accordance with the University's Honoraria Procedure. Where any changes are permanent, they should be assessed in accordance with the Regrading Procedure. Temporary changes in the skills and behaviours required to undertake a role cannot be dealt with by the Regrading Procedure.

### **3.0 The Higher Education Role Analysis (HERA) Scheme**

- 3.1 The grading of a post will be determined by using the Higher Education Role Analysis (HERA) analytical role analysis scheme. The HERA Scheme sizes roles on the basis of the level of skills and behaviours required in order to fulfil the functions of the post. The size of the role is then translated into a grade on the pay structure.
- 3.2 The HERA system is based upon 14 elements, reflecting the skills and behaviours an individual requires in order to order to perform their role. A brief description of each of the HERA elements is contained in Appendix One. Further information regarding the HERA job evaluation tool is contained on the HROD pages on IRIS.

### **4.0 Request for Consideration of the Grade of the Role**

- 4.1 The Performance and Development Review process, the appraisal system, is completed by all staff, twice per annum. This comprises a full review at the end of the academic year/commencement of the new academic year and an interim review, six months later. At the Performance and Development Review, discussion will take place between the appraiser and the appraisee regarding the contribution of the individual, the role they are undertaking, its responsibilities and how this is aligned to the School or Service Business Plan. As part of these discussions, the appraiser and the appraisee should discuss any developments to the role and whether this may have an impact upon the grade.
- 4.2 Following the PDR, if it was identified in the discussion that the role had developed, in line with the School and Service Business Plan, and that there may be possible implications for the grade of the role, then the appraisee, under the guidance of the appraiser will complete the standard documentation.
- 4.3 The appraiser and the appraisee should reach agreement on the information provided that this is: -
- an accurate record of the individual's role
  - nothing relevant has been omitted, exaggerated or undersold
  - any areas of confusion in an individual's role is resolved and that the requirements of the role are distinguished between current practices, if applicable
  - adequate examples in accordance with the HERA criteria are documented
- 4.4 Once the documentation is agreed between the appraiser and the appraisee, the documentation should be signed by both parties and this should be submitted to the Dean of School or Director of Service.
- 4.5 In the unlikely event that the appraiser and the appraisee cannot agree the content of the documentation, the parties will be asked to agree a record of differences in opinion regarding the information. This will need to be signed by both parties.
- 4.6 The Dean of School or Director of Service will review the information submitted on the regrade documentation and determine whether there is prima facie evidence of a change in the nature of the role and thus a possible grading implication and that this aligns with the School or Service Business Plan or business needs. If these conditions are met, they will approve this to be submitted to the Regrade Board following discussion with their Executive lead.

- 4.7 The role of the Dean or Director is also designed to ensure that information provided represents an accurate record of the individual's role and that nothing relevant has been omitted, exaggerated or undersold. It should also allow an opportunity for any areas of confusion in an individual's role to be resolved and that all the information is complete.
- 4.8 The approved documentation will then be submitted to the Human Resources and Organisational Development Business Partner for the School or Service, by the Dean or Director for onward progression to the Regrade Board. At this point, the HROD Business Partner will ensure that the documentation is anonymised for consideration by the Regrade Board.
- 4.9 Every effort should be made to ensure that the documentation reaches the next Regrade Board to ensure prompt consideration of the application.

## **5.0 The Regrade Board**

- 5.1 The University has two types of Regrade Board in operation, one for professional support staff roles and one for academic roles.
- The Academic Regrade Board will be comprised the Deputy Vice Chancellor, Director of Learning and Teaching, Director of Research and Innovation, Chief Operating Officer and the Assistant Director of HROD.
  - The Professional Support Regrade Board will be comprised the Deputy Vice Chancellor, Pro Vice Chancellor – Digital, Pro Vice Chancellor – Place and Engagement, Chief Operating Officer and the Assistant Director of HROD.
- 5.2 The Regrade Boards will consider regrade submissions at two points per annum, directly following the PDR cycles. All submissions to the Regrade Board will be anonymised.
- 5.3 The role of the Regrade Board is as follows:
- To ensure that the evidence provided is robust, in accordance with the School or Service Business Plan and is aligned to the strategic direction of the University
  - To ensure synergy between workforce developments between different schools and services
  - To ensure that all areas are proactively considering the future size and shape of their workforce profiles
- 5.4 A Regrade Board will normally occur in November and May of each academic year. The exact dates of the Regrade Board will be communicated to staff at the commencement of each academic year.
- 5.5 Following consideration of submissions to the Regrade Board the following outcomes are available:
- Support for the submission for onward scoring using the HERA Job Evaluation Scheme, having identified an indicative grade for the role, based on knowledge and experience of roles across the institution. It should be noted that this is not the scoring of the role, which is outlined in the section 6.0 below.
  - Referral of the submission back to the Dean of School or Director of Service where information is unclear, evidence lacking or apparently incomplete for further clarification. Once the position is clarified the Dean of School or Director of Service should discuss this with the Executive lead and then if agreed, be resubmitted to the Regrade Board.
  - Rejection of the submission, where the information outlined is contradictory to the School or Service Business Plan or misaligned to the strategic direction of the University. Feedback and developmental areas will be discussed at this time.

## 6.0 Scoring

### 6.0 Support from the Regrade Board of the Submission

- 6.1 Following the Regrade Board the trained Role Analysts (members of Human Resources and Organisational Development) will be required to score the evidence.
- 6.2 Scoring is required so that the role can be placed in a rank order which reflects the value and the size of the role within the institution to inform the appropriate pay grade of the role. Each of the fourteen elements of the evidence gathering process is weighted and scored – when these figures are combined these produce a total point score.
- 6.3 The Scoring Process comprises two stages–
  - 6.3.1 Assignment of an alphabetical score to each area of the HERA scheme for the role;
  - 6.3.2 Assignment of a numerical value based upon the calculation of the alphabetical responses recorded. This numerical score will inform the rank order of the role reflecting the value and size of the role to the institution.
- 6.4 It is important for scoring to be robust, consistent and transparent within the University. The following general principles will therefore be applied to all scoring:
  - 6.4.1 Any individual involved in the scoring process must have received Role Analyst training in order to fully understand the evidence being presented and the how to score the information.
  - 6.4.2 Role Analysts must maintain a level of skill, knowledge and familiarity with the HERA job evaluation system through regular use of evidence gathering and the scoring process.
  - 6.4.3 Roles must only be scored once they have proceeded through the Regrade Board and approved for scoring.
  - 6.4.4 Scoring decisions may only be based upon evidence gathered and provided to the Regrade Board. Scoring decisions must not be based upon assumptions rather than evidence. Where information is interpreted there must be justifiable reasons for the interpretation of the information.
  - 6.4.5 Only the requirements for the role will be scored, not any other additional duties that an individual may have undertaken.
  - 6.4.6 When scoring takes place the same example of evidence should not be used for more than one element in order to avoid exaggeration and distortion.
  - 6.4.7 If there is any doubt as to the appropriate score to assign to a particular element this will be scored down rather than upwards.
  - 6.4.8 When scoring, each role must be treated in the context of the conventions of the whole University job evaluation scheme.
- 6.5 Once the score of the individual's role has been determined, this will inform the pay grade of the individual's role. The Regrade Board will be informed of the newly determined pay grade and where this is aligned with the indicative assessment of the Regrade Board this will then be implemented, through the completion of a Change Workforce Planning Form. The individual's newly assessed pay grade will be confirmed by letter from Human Resources and Organisational Development following receipt of the completed workforce planning form.
- 6.6 Where a scoring outcome does not align with the indicative assessment of the Regrade Board, a

further supplementary meeting of the Board will be held to discuss the scoring outcome of the role and the areas of difference with the Regrade Boards indicative assessment. Following this, the submission will either be rescored following the discussion of the evidence provided, or the identified score and thus grade be approved

- 6.7 Any salary implications will be governed by Section 8.0 of this procedure.
- 6.8 Feedback from the Regrade Board will be provided to the Dean / Director of School / Service who in turn will liaise with the individual concerned.

## **7.0 Dealing with Dissatisfaction with the Implementation of this Procedure**

7.1 There are a number of points where an individual maybe dissatisfied with the procedure, and therefore this section outlines the approach to dealing with dissatisfaction at each of these:

- 7.1.1.1 The PDR discussion, where the individual does not believe that an appropriate discussion has taken place at the PDR. In this instance the appraisee should raise their concerns with the appraiser's line manager, and where necessary the PDR will be undertaken again with the appraiser, to ensure a full discussion.
- 7.1.1.2 The PDR discussion results in a difference of opinion of whether there is a prima facie case for the regrade of the role. In these circumstances the individual should complete the documentation in accordance with section 4.0 of this procedure, with the appraisee noting their differences of interpretation on the record before this is submitted to the Dean of School or Director of Service. The Dean/Director will then consider the merits of the application.
- 7.1.1.3 The submission is not supported by the Dean or Director and/or the Executive lead. In such circumstances the Dean or Director will meet with the individual and explain why the case cannot be supported, and through discussion attempt to resolve the judgement as to why the submission cannot progress to the Regrade Board.
- 7.1.1.4 The submission is not supported by the Regrade Board. This will be explained to the Executive lead and Dean or Director ask why the submission was not supported and attempt to resolve the judgement as to why the submission cannot progress to the Regrade Board, this information will be shared by the Dean or Director to the individual.
- 7.1.1.5 The regrade decision following the scoring of the role. The decision of the grade of the role is determined by the application of the job evaluation scheme, in which staff must be trained and have a detailed understanding of the organisation and the grading of its roles. Whilst an individual may have a view, the scoring decision and thus the grade of the role is final once completed by HROD and approved by the Regrade Panel.

## **8.0 Salary Implications**

### **8.1 Salary Increase following reassessment of grade**

- 8.1.1 If an individual receives an increase in salary as a consequence of the reassessment of the pay grade of their role, this will be effective from the date of the Regrade Board.

### **8.2 Salary Decrease following reassessment of grade**

- 8.2.1 During the PDR discussions, the appraiser and the appraisee should discuss the individual's role, responsibilities and alignment to business needs.
- 8.2.2 As part of these discussions, an individual may wish to discuss a reduction of responsibilities within the role. Where there is a reduction discussed this may have an impact on the grade of the role, which, if this proceeds, would need to be considered through the Regrade Board. If the circumstance of this

is the individual's choice, the University's salary protection arrangements will not apply.

- 8.2.3 Where an individual's role changes and the responsibilities of the role are believed to have decreased as a consequence of organisational change, the role will be re-assessed following this procedure. In circumstances where the role grade has reduced, salary protection arrangements will apply, in accordance with the Salary Protection Policy.
- 8.2.4 If an individual receives a decrease in salary as a consequence of the reassessment of the pay grade, the appropriate remuneration provisions will be applicable from the date of the Regrade Board.

## **9.0 Grading of New or Vacant Posts**

- 9.1 When a vacant post is to be advertised the grade of the role must be validated as part of the Workforce Planning Procedure to ensure that the grades of roles within the University are constantly reviewed and updated.
- 9.2 Where a vacancy has arisen for a post and the job description for that post has not substantially changed from the last occasion when it was graded using the HERA scheme, the previous grade of the role will be deemed as appropriate.
- 9.3 Job descriptions for new posts or those that have significantly changed will need to be reassessed using the HERA Scheme. This will involve the appropriate line manager completing the HERA documentation, verification and scoring sections of this policy being implemented. There will be no right of appeal against the grading of a vacant post.

## **10.0 Operative Date**

This procedure was approved by the Senior Leadership Team on 17 March 2020

## Appendix One

### Brief Description of the HERA Elements:

#### COMMUNICATIONS

##### **Oral Communication:**

Covers communication in both informal and formal situations. This may include the need to convey basic factual information clearly and accurately; conveying information in the most appropriate format; and explaining complex or detailed specialist information.

##### **Written or electronic communication and visual media:**

Covers communication through written, electronic or visual means in both informal and formal situations. This may include the need to convey basic factual information clearly and accurately; conveying information in the most appropriate format; and explaining complex or detailed specialist information.

#### TEAMWORK AND MOTIVATION

Covers teamwork and team leadership when working in both internal and external teams. This may include the need to contribute as an active member of the team; motivating others in the team; and providing leadership and direction for the team.

#### LIAISON AND NETWORKING

Covers liaising with others both within and outside the institution and creating networks of useful contacts. This may include passing on information promptly to colleagues; ensuring mutual exchange of information; influencing developments through one's contacts; and building an external reputation.

#### SERVICE DELIVERY

Covers the provision of help and assistance to a high standard of service to students, visitors, members of staff and other users of the institution. This may include reacting to requests for information or advice; actively offering or promoting the services of the institution to others; and setting the overall standards of service offered.

#### DECISION MAKING PROCESSES AND OUTCOMES

Covers the impact of decisions within the institution and externally. This may include decisions which impact on one's own work or team; decisions which impact across the institution; and decisions which could have significant impact in the longer term within or outside the institution.

#### PLANNING AND ORGANISING RESOURCES

Covers organising, prioritising and planning time and resources, be they human, physical or financial. This may include planning and organising one's own work; planning work for others on day to day tasks or on projects; carrying out operational planning; and planning for coming years.

#### INITIATIVE AND PROBLEM SOLVING

Covers identifying or developing options and selecting solutions to problems which occur in the role. This may include using initiative to select from available options; resolving problems where an immediate solution may not be apparent; dealing with complex problems; and anticipating problems which could have major repercussions.

## **ANALYSIS AND RESEARCH**

Covers investigating issues, analysing information and carrying out research. This may include following standard procedures to gather and analyse data; identifying and designing appropriate methods of research; collating and analysing a range of data from different sources; and establishing new methods or models for research, setting the context for research.

## **SENSORY AND PHYSICAL DEMANDS**

Covers the sensory and physical aspects of the role required to complete tasks. This may include physical effort, co-ordination and dexterity; using aural evidence to assess next actions; applying skilled techniques and co-ordinating sensory information; and high levels of dexterity where precision or accuracy is essential.

## **WORK ENVIRONMENT**

Covers the impact the working environment has on the individual and their ability to respond to and control that environment safely. This may include such things as the temperature, noise or fumes, the work position and working in an outdoor environment.

## **PASTORAL CARE AND WELFARE**

Covers the welfare and wellbeing of students and staff within the institution, in both informal and formal situations. This may include the need to be aware of the support services available; giving supportive advice and guidance; and counselling others on specific issues.

## **TEAM DEVELOPMENT**

Covers the development of the skills and knowledge of others in the work team. This may include the induction of new colleagues; coaching and appraising any individuals who are supervised, mentored or managed by the role holder; and giving guidance or advice to one's peers or supervisor on specific aspects of work.

## **TEACHING AND LEARNING SUPPORT**

Covers the development of the skills and knowledge of students and others who are not part of the work team. This may include providing instruction to students or others when they are first using a particular service or working in a particular area; carrying out standard training; and the assessment and teaching of students.

## **KNOWLEDGE AND EXPERIENCE**

Covers the relevant knowledge needed to carry out the role, however acquired whether this is technical, professional or specialist. This may include the need for sufficient experience to carry out basic, day to day responsibilities; the need for a breadth or depth of experience to act as a point of reference for others; and the need to act as a leading authority in one's field or discipline.