

EDUCATIONAL COMPETENCIES CONSORTIUM LTD

Proposal to deliver Job Evaluation Consultancy to South Lanarkshire College.

1. Introduction

Further to discussions on the 20th April 2018 between Lisa Beresford, Head of Human Resources, South Lanarkshire College and Craig Paterson from ECC, the College has invited the Educational Competencies Consortium (ECC) to submit a proposal to deliver Job Evaluation consultancy for 7 senior roles within the College. These roles are; Head of Human Resources, Head of Facilities, Head of Alternative Funding, Head of Information Systems, Head of Student Services, Head of Finance and PA to the Principal.

Key tasks will include:

- Scoring all 7 roles within the College using FEDRA (Further Education Development and Role Analysis). Each role will be analysed against the 14 elements of FEDRA (Appendix A) and a breakdown of scores provided to enable Edinburgh College understand the differentials and differences between the roles and to allocate roles appropriately within their Pay and Grading Structure, and to demonstrate the principal of Equal Pay for work of Equal Value.

2. Why ECC?

The Educational Competencies Consortium Ltd is a not-for-profit organisation in the further and higher education sectors. We supply all of our clients with a unique mix of high quality HR Consultancy services, based around FEDRA and HERA, the leading job evaluation tools in the sector. We have successfully carried out similar Job Evaluation Projects within the FE Sector both within Scotland and beyond and our consultants have also delivered similar projects within HE and the private sector.

ECC have recently become the preferred provider for Job Evaluation services for the College Sector in Scotland. (We already work very closely with a number of Colleges in Scotland anyway).

Our team has a well-deserved reputation for quality and for successfully implementing projects on time. We have demonstrated over many years a deep understanding and knowledge of, and commitment to, the FE and HE sector, and a lasting adherence to equality principles (Appendix B).

Summary CV information for Craig Paterson, who will be leading this project can be found in Appendix D of this document.

3. Why FEDRA?

Using FEDRA to score Senior Roles within South Lanarkshire College would ensure a consistency of scoring for all roles within the College and would eradicate any potential equality claims from staff which could arise should more than one system be used to evaluate roles.

It would allow the College to understand and demonstrate the differences and highlight the differentials between all roles within the College once the remainder of the roles, covered under National Bargaining, have been evaluated.

Using the FEDRA Job Evaluation process for evaluating Senior Roles within South Lanarkshire College would also be an advantage as by using the same system as the rest of the sector it will be easier to make comparisons between roles within South Lanarkshire and the sector in general which could be beneficial for purposes such as recruitment.

Suitability for College/Tertiary education Sector

FEDRA (Further Education Development and Role Analysis) was developed and designed specifically as a job evaluation / role analysis scheme for application across the College / Tertiary education sector. It has therefore benefited from being built 'from the ground up' for our sector, rather than being adapted from a pre-existing job evaluation scheme designed for use in different sectors.

As such it was extensively tested in the Tertiary education environment, having first been piloted with three Scottish Colleges and is currently being successfully deployed within Glasgow Kelvin College, Glasgow Clyde College, City of Glasgow College and NESCOL in Scotland and Blackburn College, Aylesbury College and Plymouth College of Art within England to name but a few.

4. Scope of Project

ECC have successfully delivered similar projects in a number of different ways.

Option 1

Most of our clients have believed it beneficial for "staff buy in purposes" for our consultant to have face to face discussions with staff in order to discuss the content of their Job in more detail and give assurance that the process is transparent, fair and equitable. This would take the form of an informal "interview" where the employee would have the opportunity to discuss and explain the key elements of their job with the ECC Consultant as an addition to the duties and responsibilities laid out in the Job Description and the Person Specification.

On completion of the discussion a unique Role Profile will be developed for each role, and signed off by the ECC Consultant, Role Holder and Assistant Principal (or the most appropriate senior manager), ensuring both accuracy and validity. This document, once agreed by all relevant parties, will form the basis for evaluation against the 14 elements (50 questions) of the FEDRA job evaluation scheme.

A score for each role will be provided together with a complete breakdown of scores by FEDRA element for each role in order that the College can clearly and fairly show the differentials between roles. This will enable the College to ensure that all roles are placed in the most appropriate band within the College Pay and Grading Structure.

Timings

Adopting this approach would take ECC four (4) days to deliver.

Costs

ECC would be prepared to charge our discounted non-member rate of £800 plus VAT per day.

There would be no travel or accommodation costs as our Consultant is based locally.

Total Cost for Option 1: £3,200 plus VAT.

Option 2

Another approach is to carry out a desk top analysis of roles. This would commence after South Lanarkshire College is content that Job Descriptions, Person Specifications and Generic Role Profiles accurately reflect the key requirements of each role.

Using this approach we would analyse the requirements of the role from the documentation and analyse each role by seeking evidence based criteria against the 14 elements of FEDRA. A score for each role will be produced together with a complete breakdown of scores by element for each of the 7 roles in order that the College can clearly show the differentials between the roles. This will allow all of the roles to be placed appropriately in the College's Pay and Grading Structure.

Timings

Adopting this approach would take ECC a total of three (3) days to deliver.

Costs

ECC would be prepared to charge our discounted non-member rate of £800 plus VAT per day.

Total cost for option 2: £2,400 plus VAT

5. Timings

ECC recognise the importance of delivering this project on time and has the resource in place to deliver this project within a maximum of 3 weeks from date of commencement.

Appendix A

UNDERSTANDING FEDRA

FEDRA is a tool used to successfully analyse all roles found within the Further Education sector, from Principal downwards. It was developed through extensive research and in partnership with Trade Unions, leading edge management consultants (KPMG and Towers Watson) and HR practitioners within and out with the sector.

FEDRA provides a "by the sector, for the sector approach" and has been consistently deemed as being "fit for purpose". Designed by the Sector, it is only used within FE as it is designed to measure the unique characteristics found within jobs within the sector. It is free from bias and provides Colleges with a scoring system in order for them to demonstrate "Equal Pay for Work of Equal Value".

FEDRA (combined with HERA, its Higher Education equivalent) is used in 127 Colleges and Universities throughout the country and over 400,000 staff have had their roles evaluated using the system. It is used within the 3 Glasgow Colleges, City of Glasgow, Clyde College and Glasgow Kelvin College, and within NESCOL, ensuring fairness in their Job Evaluation approaches. It has also helped Colleges meet their Equality Audit obligations.

Unlike a number of other schemes, FEDRA can only be used by staff who have had extensive training in the scheme, to ensure accuracy and objectivity.

There are 50 questions attached to the FEDRA scheme with a minimum points score of 100 FEDRA points and a maximum score of 1,000 FEDRA points. There are 14 elements listed below which form the basis of the FEDRA scoring scheme. These elements have been carefully selected and designed to capture the key characteristics of jobs found in the FE sector.

- **Communication**

covers communication through written, electronic or visual means and oral 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.

- **Team Work and Motivation**

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.

- **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**

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**

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.

- **Investigation and Analysis**

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 well being 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; maintaining confidentiality and building trust; 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.

The elements are pre-determined, based on extensive research as are the weightings of the elements and these cannot be altered or adjusted by individual Colleges as this would jeopardise the integrity and validity of the scheme.

Evidence for scoring comes from either Job Descriptions or Role Profiles whose contents are scored against the 50 elements of the scheme. Scoring can only be done by a trained Role Analyst.

APPENDIX B

ECC's Equality Statement

Educational Competencies Consortium Ltd is committed to equality of opportunity as an employer, a member organisation and as a service provider. ECC accepts the same responsibility as its member organisations to promote equality of opportunity and appreciation of diversity in the areas of Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex (gender), and Sexual orientation. ECC views equality, human rights and the development of good relations between people as fundamental to its existence. It takes pride in promoting diversity and enriching participation of all individuals and communities.

April 2012

APPENDIX C

Project Team Profile

Craig Paterson, ECC HR Consultant

Craig has over 30 years experience at a senior level gained in the public, private and education sectors, both as an employee and as an HR and management consultant. He has demonstrable experience in all aspects of Human Resource Management and has carried out a wide number of restructuring assignments both in the education and private sectors. His role in ECC has seen him being a key player with the implementation of role analysis in both HE and FE institutions, facilitating the implementation of fair and transparent pay and reward schemes. Recently he has played a key role in the successful implementation of Job Evaluation Schemes within Glasgow Kelvin College and Clyde College and is currently supporting Blackburn College, Aylesbury College and Plymouth College of Art amongst others with their implementation of FEDRA.

Craig is a non-executive director of two Scottish manufacturing Companies.

Craig has an honors degree in Personnel Management and Employee Relations from the University of Strathclyde and a Masters in Employment Law at Leicester University. He is a member of the CIPD. His hobbies include tennis, cricket and backgammon.