

EMPLOYMENT COMMITTEE	AGENDA ITEM No. 5
30 SEPTEMBER 2010	PUBLIC REPORT

Cabinet Member(s) responsible:	Councillor Irene Walsh, Cabinet Member for Community Cohesion, Safety and Women's Enterprise	
Contact Officer(s):	Pat Carrington, Vice Principal, City College, Peterborough Mike Kealey, Head of Human Resources	Tel: 293891 Tel: 384500

CITY COLLEGE, PETERBOROUGH – PROPOSAL TO VARY TERMS AND CONDITIONS OF PERMANENT TUTORS AND ASSESSORS

R E C O M M E N D A T I O N S	
FROM : David Roxburgh, Principal, City College, Peterborough & City College, Peterborough Employment Committee	Deadline date : N/A
1. It is recommended that Members of the Employment Committee approve the proposed changes to the terms and conditions of permanent tutors and assessors employed at Peterborough College.	

1. ORIGIN OF REPORT

1.1 This report is submitted to Employment Committee by the Management Team of City College on the recommendation of the Job Evaluation Team and the Association of Colleges in the Eastern Region ("ACER").

2. PURPOSE AND REASON FOR REPORT

- 2.1 The purpose of the report is to enable (as part of a staged process) the alignment of the terms and conditions of permanent and sessional tutors and assessors employed at City College, Peterborough.
- 2.2 This report is for the Committee to consider under its Terms of Reference No. 2.3.1.4 of Part 3, Delegations Section 2 – Regulatory Committee Functions.

3. TIMESCALE

Is this a Major Policy Item/Statutory Plan?	NO	If Yes, date for relevant Cabinet Meeting	
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4. BACKGROUND

- 4.1 City College Peterborough ("CCP") in the delivery of its education programme employs both permanent and sessional tutors and assessors.
- 4.2 Permanent staff is salaried and employed on a full or part-time basis with remuneration and terms and conditions of employment currently being determined with reference to those prescribed by the National Joint Council for Local Government Services ("NJC").
- 4.3 Sessional staff are paid hourly under a zero hours contract with remuneration and terms and conditions of employment currently being determined with reference to those prescribed by the Joint National Council for Youth and Community Workers ("JNC").

- 4.4 During the Job Evaluation process undertaken by Peterborough City Council's Job Evaluation Team it was recommended that the arrangements in relation to the tutors and assessors employed at CCP be separately reviewed with a view to aligning the remuneration and terms and conditions of permanent and sessional staff and thereby minimising any potential for disparity of treatment between the two groups.
- 4.5 In accordance with the above, the Association of Colleges in the Eastern Region (ACER) was appointed to specifically review and make recommendations on a proposal to move the permanent tutors and assessors from the NJC Scheme to the JNC Scheme.
- 4.6 ACER undertakes a large amount of work across different types of College and is widely respected within its field. It acts as an employer representative organisation and negotiates on behalf of Colleges at a national level with Trade Unions through the National Joint Forum.
- 4.7 ACER upon performing their analysis of the proposed variation concluded that the JNC Scheme would not; in these particular circumstances provide sufficient flexibility to fit the range of work and qualifications of the permanent staff. Accordingly ACER instead recommended the adoption of the Association of Colleges ("AoC") salary structure in relation to both permanent and sessional tutors and assessors.
- 4.8 On or around Nov 2009, David Roxburgh and the City College Employment Committee considered and discussed ACER's recommendations and in recognition of the potential benefits to the staff and Peterborough City Council, a decision was made to take steps towards the implementation of the AoC salary structure. At present, the terms and conditions of permanent and sessional tutors and assessors will remain the same however future consideration will be given to the merits of also aligning these.

5 Proposed Changes

- 5.1 It is proposed that the remuneration packages of both permanent and sessional tutors and assessors working at CCP should be varied with both being moved to the AoC Salary Structure.
- 5.2 It is proposed that this will take place in two consecutive phases with the tutors and assessors being moved first. This is purely due to ease of access to the respective groups and minimal disruption and this group has been through the consultation process. Consultation is shortly to begin with the Unions and staff in respect of the sessional/zero hours contract.
- 5.3 The proposal uses a matrix structure that recognises the complexity of individual job roles and qualifications held. The structure has been designed to recognise and reward achievement of qualifications for each job role and will allow individuals to progress through the career structure, attached at *Appendix A*. This proposed structure delivers career development opportunities that recognises achievement of qualifications and is viewed as a positive career proposal.
- 5.4 Generic job descriptions have been created from those currently in existence which also contain an addendum which clearly sets out the specific differences associated with each tutor/assessor role, attached at *Appendix B*.
- 5.5 The role of assessor has been split into 4 bands reflecting qualifications held and for the assessor plus role it reflects the additional responsibilities undertaken.
- 5.6 The tutor roles have been separated into 5 bands reflecting progress through the national teaching qualification structure for all teachers in the Lifelong Learning sector.
- 5.7 The pay scale of an employee will be assessed based on the criteria against each job role. The criteria will be based on work-related qualifications and responsibilities for the assessor plus job role. The proposed pay scale has been discussed with ACER and compared with

other comparator Colleges. It is believed that this is therefore a fair and comparable structure.

- 5.8 The employee will normally start at the bottom of the scale and move up incrementally on an annual basis each September. The increments move up one point on the scale until the top of the band is reached.
- 5.9 The move from one band to another is based on achievement of qualifications. The change to pay will apply from the month following receipt of the official confirmation from the awarding body of qualification achievement. The individual is responsible for notifying the College of qualification achievement. The Principal has final approval on all salary changes.
- 5.10 Individuals who are within the assessor plus job role will move up to the job role from the date of appointment for additional responsibilities or when the manager applies for recognition of extra responsibilities to the Principal. The Principal must agree all changes to job grades, attached at Appendix C.
- 5.11 In phase 1, as part of the assimilation process, of the permanent tutor/assessor group (38 employees); the majority will be positively affected by this proposal. 6 of the 38 employees are adversely affected, 2 by less than £300 each due to the nearest point at which they are mapped across and 4 by higher amounts due to being paid historically at levels that are not justified by the new proposals based on their qualifications.
- 5.12 In phase 2, as part of the assimilation process, of the sessional/zero hours tutor/assessor group (approx 150 employees at any one time), the majority will be unaffected by this proposal. Approximately 50 of the 150 employees will be adversely affected by varying amounts, depending on the number of hours worked per year. The overall impact of implementing this proposal for the Sessional group will be approx £13,000 per year.

6. PROCESS

- 6.1 A mapping exercise has been undertaken involving HR and the CCP Senior Management Team, to agree a view on where existing staff would sit within the career grade scheme.
- 6.2 Following the assimilation process, the effect of any increase will be immediate upon the employee's salary.
- 6.4 Where a worker has significant skills and experience but has not gained the relevant professional qualification for the respective salary level, we propose to offer 12 months and appropriate support to achieve the necessary qualification before any change to salary is implemented.
- 6.5 Where individuals' salaries have increased, the difference will be backdated to the date at which this group was removed from the JE process i.e. 1 April 2009.
- 6.6 Where individual staff salaries have reduced as part of the assimilation process we will take all reasonable steps to minimise the impact. Final details are currently in the process of being worked through.

7. BENEFITS

- 7.1 Benefits for staff involved are:
- Recognition of their qualifications and the ability to move up the grades as they achieve further qualifications which are pertinent to their career and job role. It provides a real qualification-based career structure for all tutors/assessors.
 - It recognises the differences between the role of a tutor and an assessor.

- It contains both annual increments and an annual move up the scale until the top point is reached.
- Maintains a competitive salary structure which will aid towards recruitment and retention of skilled and qualified assessors and tutors. This will then ensure that the College meets its long term quality improvement targets and improves the student experience through well-motivated, skilled and qualified tutors and assessors.

8. CONSULTATION

- 8.1 In respect of the permanent tutors and assessors (phase 1), the consultation process commenced on 20th January 2010 between CCP, Unison and ATL. A meeting was held with Unison, whilst ATL's preference was to communicate via email. The proposals have been supported by both Unions. For Phase 1, three meetings were arranged for staff, at different venues and at different times so that all had the opportunity to attend. Each member of staff affected by the proposal also had an individual meeting with their line manager to provide the detail for their individual circumstances. (Appendices D, E and F relate).
- 8.2 During phase 1 consultation process there were a number of comments received from employees which were considered by the Senior Management Team and HR and as appropriate, certain variations or amendments were made with the agreement of the Trade Unions and those effected which sought to address them.

9. ANTICIPATED OUTCOMES

The outcome of the consideration of this report is to approve the new salary structure for tutors and assessors at CCP. This will introduce a qualification based structure that rewards qualifications and puts in place a clear career ladder providing them with greater opportunities to progress.

10. REASONS FOR RECOMMENDATIONS

- 10.1 This proposal is being made in order to introduce a career graded structure which creates a fair and transparent process for remunerating staff according to their level of professional competency, qualification and responsibility. It also provides for a sense of practicality to be applied to a scheme that best reflects the roles, careers and individuality of the College.
- 10.2 The changes when fully implemented will also ensure the total alignment of salary structure and potentially terms and conditions of both permanent and sessional tutors and assessors.

11. ALTERNATIVE OPTIONS CONSIDERED

Alternative options were given consideration as follows:

- i) The option of the current position within the scheme remaining the same was considered, but rejected as it would not enable any of the benefits outlined to be introduced or the salary structures of permanent and sessional staff to be aligned.
- ii) The option of transferring all staff to either the JNC as used for the part time tutors, or the NJC scheme was considered and rejected as it was insufficiently flexible and the terms and conditions were not appropriate. In particular, CCP's requirements are for year round activity as much of the provision covered by this tutor group is not limited to term time only. Also, the tutor and assessor roles run alongside each other and overlap at CCP, whereas Further Education (FE) colleges tend to have a more rigid progression route. The selected scheme better reflects the wider range of activities, both in age of learner and type of programme.

12. IMPLICATIONS

- 12.1 Corporate resources - PCC HR has been involved in the process throughout. Views of the JE team have been sought, provided and where relevant included within the proposal.
- 12.2 Cross-service implications - CCP is the only employer of tutors and assessors within PCC.
- 12.3 Risk assessment - The JE Team identified the need for an alignment of the salary structures and terms and conditions of permanent and sessional tutors and assessors.
- 12.4 Consultees - Trade Unions, Staff affected by the proposals, CCP Finance Committee, CCP Employment Committee

15. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- *Appendix A* - CCP Tutor/Assessor Career Structure, October 2009, ACER.
- *Appendix B* - Job descriptions for Tutors and Assessors at each grade
- *Appendix C* – Flowchart for change of grade.
- *Appendix D* - Consultation Proposal - Change of Pay Structure for Tutors and Assessors dated 20.01.10
- *Appendix E* - Q&A's from Tutor/Assessor Consultation meetings, 2/3.02.10.
- *Appendix F* - PCAE change of pay structure for tutors and assessors – outcomes of consultation 24.02.10.

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