University for the Common Good

Grading Review Policy

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This policy should be read in conjunction with the Grading Review guidance.


GCU
Glasgow Caledonian
University

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1 Introduction

Glasgow Caledonian University is committed to the principles of equal work of equal value and operates a single job evaluation scheme to ensure roles are assimilated on to the grading structure using Higher Education Role Analysis (HERA).

The University recognises that business needs may necessitate reviewing and re-evaluating established roles on the pay scale when there are significant changes to the activity, responsibility, accountability or complexity of those roles, and where the changes align with long-term departmental/school workforce plans.

2 Purpose and Scope

This policy applies to all staff from the Professional and Administrative Support; Technical Support and Campus Services Job Families assigned to the National Framework Agreement up to Grade 8.

The role holder must have been in post for at least 12 months and applications would not normally be considered within 12 months of an organisational restructure process or previous grading evaluation.

Multiple role holders for a specific role can submit a single application, specific guidance and support for which will be provided by gradingreview@gcu.ac.uk.

2.1 Out of scope

This policy is not intended to address issues of outstanding performance or changes to roles as part of an on-going/future organisational restructuring.

Should a situation arise were a staff member wishes to apply on the basis that they believe they meet the criteria but they do not have the support from their line manager they should contact casework@gcu.ac.uk who will support/facilitate a meeting. A trained HERA Role Analyst will also support this discussion to help all parties understand the merits of the case from a Grading Review perspective.

3 Policy Statement

The University is committed to the principle of equal pay for all our staff and eliminating any bias in our pay systems in relation to the other protected characteristics identified in the Equality Act 2010. To that end, the University's pay and grading structures are underpinned by robust processes designed to measure the relative value of roles in a consistent, transparent and fair way.

This policy reflects the University's commitment to ensuring staff are rewarded in a fair, equitable, and consistent manner for the work they are required to undertake and ensures that the principles of equal pay for work of equal value are being met. The Equality Act 2010 creates a legal obligation for equal pay for men and women, performing equal work. The Act mandates equal pay for equal work for men and women doing a substantially similar job.

Employers must give men and women equal treatment in the terms and conditions of their employment contract if they are employed on:

- 'like work' – work that is the same or broadly similar
- work rated as equivalent under a job evaluation study, or - work found to be of equal value.

This policy is not part of the employment contract and may be revised at any time.

4 Guidance and Support

4.1 Considering and Preparing for a Grading Review Application

Role evaluations must be initiated in response to evolving business needs and should not be used as a mechanism for promoting individual employees or retaining key staff. The purpose of the role evaluation process is to ensure that job roles remain accurately aligned with the strategic and operational requirements of the organisation.

A request to have a role evaluated should only be made where there have been higher level changes to duties, responsibilities, and/or objectives of the role. These changes must be ongoing in nature, not temporary, and must have been discussed, agreed, and recorded as part of the Performance, Development and Review (PDAR) process. Examples of appropriate triggers for role evaluation may include the introduction of new activities or increases in the scope, complexity, or impact of a role due to legislative/compliance or technological changes.

It is essential that all parties involved in the process understand that role evaluation is a tool to maintain organisational integrity and role alignment — not a reward or retention strategy. As such, requests that appear to be motivated by individual career progression aspirations or concerns over staff retention, rather than genuine changes to the role itself, will not be considered.

4.2 Considering a Grading Review Application

Deans and Directors should initially consult with their People Services Business Partner (PSBP) to assess how the proposed request aligns with their strategic and workforce plans. This discussion should also consider the potential impact on other roles within the immediate structure, as well as implications for the wider organisational structure and establishment.

4.3 Initiating Request for Support for Grading Review Application - Resourcing Group Approval level

Deans and Directors must complete a business case and submit it through their Executive Lead for progression through the University's Resourcing Approval Process, seeking consideration and approval to initiate the grading review (job evaluation) process. The business case should clearly detail the potential impact on the local structure and any other affected roles, as well as identify any broader organisational or establishment implications. This assessment should be informed by input from the People Services Business Partner (PSBP).

4.4 Dean/Director completing Grading Review Application

Director/ Deans are responsible for the application process to be completed with paperwork submitted to GradingReview@gcu.ac.uk, this should only be completed following receipt of Resourcing Group approval to commence the Grading Review process. Incomplete applications will not be progressed.

The application process requires a new role profile to be provided highlighting the key areas of change with a copy of the old role profile. A copy of the organisational structure (existing and proposed) and approval from Resourcing Group to proceed through the review process must also be provided.

The grading review process is normally a paper-based exercise, however adjustments to the process can be agreed on request, for example an interview can be arranged with the manager and the staff member.

Guidance is available on the Grading Review SharePoint page.

5 HERA Evaluation Process and Outcome

The paperwork will be evaluated by two independent HERA (Job Evaluation) Analysts. This process from submission to People Services and the outcome issued to applicants should normally be complete within three months (on basis all information has been provided).

The outline process timeline is indicated below: -

Timeline	Process step	Responsibility
Week 1	Dean/Director receives confirmation of Resourcing Group approval and liaises with line manager/ applicant to prepare grading review application, liaising with Resourcing Adviser (People Services) if needed	Dean/ Director
By Week 5	Dean/Director submits the completed grading review application along with Resourcing Group approval to gradingreview@gcu.ac.uk.	Dean/ Director
Week 6	People Services checks application is complete and confirms receipt of the application and required documentation.	People Services
Week 7 - 10	Two Role Analysts independently score the role profile and agree outcome.	Role Analysts

Before Week 12	People Services prepare and issue outcome to the applicant along with any necessary contractual change, copying the Line Manager. Note of outcome is communicated to Dean/ Director and Executive member.	People Services

For successful upgrades, the effective date of change is the date the full documentation is submitted to GradingReview@gcu.ac.uk. Changes to a higher grade will be confirmed on the first point of the new grade.

6 Appeals

Where an application for a grading review is unsuccessful, the applicant has the right to appeal. Appeals will only be accepted on the grounds of a significant procedural error that the applicant believes has materially affected the outcome of the grading review. Disagreement with the evaluation outcome alone is not sufficient grounds for appeal

Written grounds for appeal must be sent to the Director of People within five working days of receipt of the outcome confirming the application for grading review was unsuccessful. This must clearly set out details for the appeal.

An independent Appeals Panel will be convened to consider the appeal. The panel will comprise three members, one drawn from each of the constituent groups represented in the University's normal appeal processes. This will normally include a representative from a recognised Trade Union. The decision will be confirmed in writing within 10 working days of the panel convening. The Appeal panel decision is final.

Where an application for a grading review is unsuccessful, the applicant has the right to appeal. Appeals will only be accepted on the grounds of a significant procedural error that the applicant believes has materially affected the outcome of the grading review. Disagreement with the evaluation outcome alone is not sufficient grounds for appeal.

7 Equality, Diversity, and Inclusion

This policy reflects the University's commitment to ensuring staff are rewarded in a fair, equitable, and consistent manner for the work they are required to undertake and ensures that the principles of equal pay for work of equal value legislation are being met.

The University is committed to being an inclusive place to work and study, where equality is embedded and diversity is celebrated. We want everyone to feel welcomed and supported with a strong sense of belonging and wellbeing, in order to flourish and meet their full potential. This ambition is supported by our EDI Enabling Plan and its four strategic objectives of 'Culture of belonging', 'Inclusive place to study', 'Inclusive place to work' and 'Inclusive spaces'.

Aligned with The University's Values and Behaviours the University is dedicated to preventing discrimination or unfair treatment based on protected characteristics and/or identity, in accordance with the Equality Act 2010.

Additionally, all employees are responsible for treating others with fairness and respect, fostering an inclusive culture that values diversity and upholds dignity in the workplace. An Equality Impact Assessment has been conducted for this policy and is included in **Appendix 1.**

8 Monitoring and Review

This policy, its process, guidance and outcomes will be continuously monitored, with feedback from all participants, focusing on its impact on feeling valued at work, equal pay for work of equal value and wider equality, diversity, and inclusion (EDI). The effectiveness of this policy will be evaluated through the annual Staff Survey and other feedback channels, including the People Managers' Forum and specialised user experience surveys.

Appendix 1 – Equality Impact Assessment

1. DESCRIBE
1.1. Name of policy/strategy/decision
Grading Review Policy
1.2. Owner
Director of People
1.3. Date
7 April 2025
1.4. Aims of policy/strategy/decision
The GCU Grading Review Policy reflects the University's commitment to ensuring staff are rewarded in a fair, equitable, and consistent manner for the work they are required to undertake and ensures that the principles of equal pay for work of equal value are being met. The University recognises that to achieve equal pay for members of staff doing equal work, we should operate a pay system that is transparent, based on objective criteria and free from bias. The University's pay and grading structures are underpinned by robust processes designed to measure the relative value of roles in a consistent, transparent and fair way. This policy outlines the steps managers and role holders (applicant) must follow when considering and submitting an application for grading review and the role and responsibilities of all involved in this process. The University is committed to reviewing all applications robustly, fairly and equitably. The policy, and supporting guidance, will ensure that there is clarity and consistency regarding the processes to be followed when reviewing and job evaluating roles in response to roles that have evolved as a result of changed business needs. It will also ensure that key staff involved in the process are clear on their roles and responsibilities.
1.5. Who does the policy/strategy/decision affect?
Current PAS, TS and CS staff.
1.6. Could there be any potential implications for equality, or people with protected characteristics?

The policy, and supporting guidance, has been written taking account of the principles of plain English to ensure that the applicant and line manager has easily access information and support when following this process. The policy and supporting guidance are available online, and will be provided in alternative formats on request.

Applicants and their line managers are asked at application stage whether they require any types of support in completing the application in order to eliminate any bias.

2. ASSESS

What are the implications, positive or negative (and evidence for this) of the policy/strategy/decision in relation to GCU's duty to have due regard to the need to:

2.1. Eliminate unlawful discrimination, harassment and victimisation?

The Grading Review Policy will likely have a positive impact on the duty to eliminate unlawful discrimination etc as it confirms these processes are carried out in accordance with relevant employment and equality legislative requirements and best practice. However, this could be neutral or negative if not appropriately implemented. Therefore, guidance and support for recruiting managers and applicants includes awareness of legislative requirements in relation to equal pay for work of equal value, as well as a wider awareness of equality and diversity and inclusion.

In addition to supporting staff with special circumstances, and to meet REC and wider EDI actions, adjustments to the paper based application process have been included.

2.2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it?

A comprehensive policy for a fair and consistent approach to staff re-grading, supported by appropriate guidance, will have a positive impact on the promotion of equality of opportunity.

Regular annual reviews of process application and outcomes in relation to protected characteristic data from applicants enables proactive monitoring of diversity data related to grading review and will be monitored regularly to identify and take steps to address any inequality identified.

2.3. Foster good relations between people who share a protected characteristic and those who do not share it?

No negative impact on the need to foster good relations between people who share a protected characteristic is anticipated by this policy.

Supporting guidance should help to tackle and bias or prejudice and promote understanding.

3. ACTION
3.1. If a negative impact has been identified, how will this be addressed?
N/A
3.2. If changes have been made to the policy/strategy/decision as a result of this assessment, outline the changes
N/A

4. MONITOR AND REVIEW
4.1. How will the implementation of the policy/strategy/decision and its impact on equality be monitored and reviewed?
The policy and procedures will be monitored through a variety of feedback mechanisms, including monitoring of all applications (successful and not successful) and reporting on diversity data during application/ outcome stage, user experience survey feedback from applicants and from line managers. Changes identified as required will be incorporated into guidance on an ongoing basis. The Policy will be reviewed as part of GCU's annual policy review process. In addition, appropriate monitoring data will be incorporated into regular reports to governance bodies including the University Executive Group.

5. PUBLISH
Please email this completed form, along with the policy/strategy and any other relevant information[1] to equality@gcu.ac.uk for publishing on the Equality and Diversity website and annual reporting in line with Equality Act 2010 requirements.

6. SIGN OFF	
6.1. EIA Owner	Date
6.2. Equality and Diversity Advisor	Date

[1] Information or evidence may be removed if it is commercially sensitive or personal information