

**Bargaining & negotiations department**

## **'Non-lecturer' roles in further education teaching and assessing teams**

### **A UCU bargaining and support pack for branches**

**September 2015**

#### **In brief...**

This bargaining guidance and support pack is designed to assist branches to recruit, organise and develop a bargaining agenda for 'non-lecturer' staff in further education who are members of the teaching and assessing team.

# Contents

<b>Introduction: The rise of 'non-lecturer' roles</b>	<b>3</b>
<b>UCU and 'non-lecturer' roles in the teaching team</b>	<b>3</b>
<b>'Non-lecturers' part of the professional teaching team</b>	<b>5</b>
<b>Different types of 'non-lecturer' roles - what they do and where they are found</b>	<b>6</b>
<b>What do we want? – bargaining guidance for 'non-lecturers'</b>	<b>9</b>
<b>Winning improvements for assessors, a case study</b>	<b>11</b>
<b>How do we get there?</b>	<b>13</b>

## Introduction: The rise of 'non-lecturer' roles

Recent years have seen a growth in the number of educational practitioners in further education who are not granted the full status of Lecturers. These staff are often employed on pay rates that sit below those of a main grade lecturer and with inferior terms and conditions. These 'non-lecturer' staff have a wide range of educational duties and a bewildering array of titles – instructor, trainer, trainer assessor, learning assistant, tutor, tutor/assessor, teaching and learning facilitators and so on. There is inconsistency across workplaces over the use of such job titles but one thing most of them have in common is they teach and/or assess students without receiving the professional recognition or the pay of a main grade lecturer.

Most of these 'non-lecturers' are employed on support staff contracts with no, or unacceptably high, limits on direct student contact, lower holiday entitlements equivalent to those of administrative or technical staff and pay which has no link with teaching pay scales. Some have 'hybrid' teaching-and-support contracts which encompass much of the duties of a main grade lecturer but receive lower support staff benefits.

In England there is no national agreement or agreed guidelines relating to the use of these posts. Further education employers in England have generally introduced them over time without proper negotiation or consultation with trade unions. They have been used as a cheaper option in order to deal with financial pressures and to increase productivity. However in Wales there is an agreement on the employment of instructor/demonstrator staff in FE which can be found here: <http://www.ucu.org.uk/?mediaid=1508>

Staff involved in the delivery of Work Based learning are often engaged on support staff contracts in various teaching and assessing roles with inferior pay, terms and conditions to lecturers. This kind of learning is an area of growth with the strong emphasis on increasing the number of apprenticeship programs. This is another driver for increasing numbers of staff working for colleges being employed in these 'non-lecturer' roles.

Significant cuts to FE funding in recent years look set to continue for some time yet. This means the temptation for colleges to introduce cheaper 'non-lecturer' grades of staff in differently named roles will only grow with the pressure to get the job done for less money.

## UCU and 'non-lecturer' roles in the teaching team

UCU is clear that we act to defend professional standards and staff terms and conditions wherever they come under threat. For that reason, we actively campaign to prevent or to mitigate explicit attempts to substitute lecturing jobs with 'non-lecturer' grade posts and we are frequently successful in doing so.

However, in many colleges the use of 'non-lecturer' grade posts has become commonplace and often without UCU being notified of the extent of their use. Ongoing funding pressures mean that we are seeing annual rounds of restructuring and redundancies across FE when attempts to introduce these posts most often occur.

Wherever 'non-lecturer' grade posts are already established UCU must act by recruiting and organising these staff with the goal of improving their terms and conditions.

Where UCU branches are faced with NEW proposals to introduce or increase the number of 'non-lecturer' grade posts the proposals must be examined carefully. Analysis of the proposed duties of these new job roles must be conducted. Some colleges have tried to introduce posts which are supposedly new roles with new names on inferior pay, terms and condition. However sometimes the duties of these supposedly new roles include the full range of duties performed by a main grade lecturer or are broadly comparable.

UCU is opposed to the introduction of newly named job roles that are actually main grade lecturers masquerading under a different name on 'non-lecturer' grade pay, terms and conditions. Your UCU regional office must be advised when proposals to introduce such posts occur and will support branches in their response to defend the role of lecturer.

We cannot allow our employers to argue for a general drive downwards in terms and conditions for teaching staff and as long as we sit back and allow 'non-lecturer' grade education practitioners to work on inferior contracts, we are undermining our own case for professional standards and professional working conditions in FE. If we are content to sit back and only defend those parts of the teaching team on traditional lecturing contracts, we weaken our ability to defend hard won terms and conditions.

UCU is the union for education practitioners who are part of the teaching team. Where employers make attempts to introduce full main-grade lecturer roles disguised with a different name and for less money we must fight and oppose these proposals. However where posts on 'non-lecturer' pay scales are established and/or the roles objectively do not cover the full range of main-grade lecturer duties then we must recruit and organise such staff in the teaching and assessing team.

For all staff in FE UCU's mission is to improve pay, terms and conditions and opportunities for career progression.

UCU branches should always contact their UCU regional office when they become aware of the use of 'non-lecturer' roles within their college.

## 'Non-lecturers' part of the professional teaching and assessing team

UCU believes in defending professional standards and professional contracts for professional teaching and assessing staff. We believe that these staff are part of the teaching team in modern FE colleges and as such, they deserve better treatment from colleges.

Although no longer in force, any confusion as to whether the vast majority of these 'non-lecturer' posts are professional teachers was effectively swept away with the introduction of the Further Education Teachers' (England) Qualification Regulations 2007. With the regulations came official guidance from the sector skills body Lifelong Learning UK (LLUK).

These regulations explicitly recognised an Associate Teacher Role in addition to that of a full teacher(lecturer). It is:

*'a teaching role that carries significantly less than the full range of teaching responsibilities ordinarily carried out in a full teaching role (whether on a full-time, part-time, fractional, fixed term, temporary or agency basis) and does not require the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies.'*

Therefore staff that occupied 'non-lecturer' graded posts were then also required, like other professional FE teachers, to gain appropriate teaching qualifications, register with the Institute for Learning and undertake Continuous Professional Development. Although the 2007 regulations are no longer in force most college employment contracts maintain qualification requirements.

### **UCU: the union for staff who teach and assess**

As a union for professional educators UCU is appropriate for these posts but we are **not** seeking to poach staff who may already be members of other recognised trade unions representing support staff in FE.

That means that branches should seek collaboration and establish joint working with such unions where ever possible.

Our position is that it is inappropriate for these staff to be placed on support staff terms and conditions and that UCU will seek negotiated improvements to their contractual terms which reflect their professional education practitioner role.

# Different types of 'non-lecturer' roles - what they do and where they may be found

As we have already discussed there are many and varied names and titles used for other types of teaching and assessing roles in colleges. Here we group some of these different types of 'non-lecturer' roles according to what they do and where they are found so that branches might more easily recognise the staff we are talking about even though the titles for the roles may vary locally.

## Workplace trainers and assessors

Of the various types of 'non-lecturer' teaching and assessing roles, workplace trainers and assessors are one of the easiest groups to define and have generally existed in colleges for many years. However with the current focus on apprenticeships and working with employers in their workplace this area is experiencing new growth. The following section entitled 'What do we want?' provides some guidance to the relevant issues and bargaining agenda on behalf of these staff.

### Some other types of non-lecturer role are:

*Description of what their role looks like and where they tend to be found*

*Issues and challenges encountered in the role that can form a bargaining agenda*

#### **Tutorial mentors**

In some colleges these roles have been created to take over running tutorial classes. They are deployed to deliver tutorial support to students teaching in group tutorials only or both individual and group tutorials. This role is sometimes clearly limited and easy to differentiate this from that of a lecturer. However if these group tutorials have schemes of work and it is the 'non-lecturer' that produces these then the role may be closer to the full lecturer role and therefore should be challenged.

There are often significant workload issues for these staff due to the high numbers of groups they look after, lack of time to liaise with Course Tutors (Lecturers) and practical issues related to moving around campus to deliver tutorials which are often back to back. Another issue can be a lack of skills, experience and confidence in taking charge of a group of students in a classroom situation.

*Description of what their role looks like and where they tend to be found*

*Issues and challenges encountered in the role that can form a bargaining agenda*

## **Facilitators**

These staff deliver or supervise formal timetabled sessions often in IT suites where students work on assignment work or complete online teaching resources.

These staff can encounter significant classroom management issues as the student cohort is generally lower levels or dis-engaged students who do not cope with the independence required to make the most out of these self-directed sessions. Many of these staff do not have the sufficient knowledge of the subjects that they are supporting students with and therefore can struggle to keep students on task. Student attendance is often low. These staff may be observed just the same as lecturers and these issues often adversely impact the observation outcomes. Where these staff are required, in the person specification, to have specialist knowledge to support students in this type of session the distinction between this role and a lecturer is very blurred. In this circumstance staff often complain that they are really teaching.

## **Specialist staff**

### **Teachers/instructors/facilitators/tutors for students with special needs**

Various names are used for roles who are teaching and/or supporting small groups or even individual students on a one to one basis who have SEND requirements – dyslexia, visual impairments, ADHD, Asperger's etc.

Because funding levels have declined for this type of student these specialist teachers are seeing the status, pay and service conditions of their role undermined. They are teaching but simply because the groups are small, the work is perceived as low level and the level of assessment is low the employers argue that the work is not the same as a lecturer and therefore should not be considered an academic role.

*Description of what their role looks like and where they tend to be found*

*Issues and challenges encountered in the role that can form a bargaining agenda*

### **Vocational trainers and assessors/instructors in practical classroom environments**

Examples of this type of 'non-lecturer' teaching and assessing role would be in college hairdressing salons, training restaurants, construction and engineering workshops and motor vehicle workshops.

These staff are becoming interchangeable with the traditional workplace trainers and assessors, as previously described. Many of these staff are now being asked to split their time between working outside the college and in college practical areas. With the increasing focus on working with employers to deliver apprenticeships this method of delivery is likely to grow.

Many colleges seem to think that teaching and developing vocational and practical skills is not a full teaching role. They say the lecturer does the formal teaching and all these staff do is enable the students to practice and develop their skills. In reality this is nonsense.

Management say minimal planning is required and assessment is not as complex as it is for lecturers who deliver A levels or assignment based qualifications. When managers are asked to describe what the job these staff do actually entails they usually use the word 'teach'.

Theoretically these staff are often not expected to prepare Schemes of Work (SoW) – however many do because teachers want to have a level of input into how their sessions are taught (nonetheless lecturers are still expected to prepare SoW for these staff which creates a workload issue for the lecturer too) but these 'non-lecturer' teaching and assessing staff have to do their own lesson planning. Because these staff are divorced from theoretical delivery there is also a requirement for them to liaise closely with the rest of the course team so that they know exactly where each student they are responsible for are with their studies and assessments. This is hugely time consuming and generally there is not sufficient time available for this to occur.

There is a huge de-professionalisation issue connected with this group and it is very difficult to get the clear distinction between this role and that of a lecturer which we are looking for.

## What do we want?

### Bargaining guidance for 'non-lecturer' roles (eg, trainers and assessors)

Where a college is seeking to introduce or already has 'non-lecturer' roles in the teaching and assessing team UCU seeks:

- a clear job description for the roles that is distinct from that of a lecturer making clear the difference between the roles and that of a lecturer
- an appropriate salary range comprising a number of incremental points on the teaching pay scale
- access to continuous professional development opportunities and a career path into the lecturer role
- a mechanism for staff to have their roles regularly reviewed and re-graded where the breadth of their actual duties has expanded to the full teaching role
- to negotiate maximum teaching contact time and case loadings appropriate to the role
- annual leave entitlements which are appropriate to a teaching role and equivalent to a lecturer's entitlement
- harmonisation of non-pay terms and conditions with the academic contract.

### Case loads

Many 'non-lecturers', eg, trainers and assessors, report that their work/case load is completely unregulated and that there are no agreements or upper limits in place to protect them from excessive workloads. This situation is made worse when staff are employed on casual contracts of employment when they feel their future employment may be jeopardised if they refuse extra work.

Branches should survey 'non-lecturers' to find out the factors which are the most important in affecting their overall workload before seeking to negotiate an agreement with the college.

UCU should seek to reach agreement with colleges on maximum appropriate caseloads taking into consideration factors such as:

- number of learners coordinating
- number of learners assessing
- number of learners training
- geographical travel required between college and workplace placements.
- impact of large framework programmes
- embedded key skills numbers
- assisted and supported learners
- other factors which contribute to workloads.

## Unsocial hours working

'Non-lecturers', usually trainers and assessors, on work based learning programmes where the learners work shifts are sometimes also asked to work during night shifts particularly in areas such as manufacturing and health and social care. Some assessors have reported that sometimes they are expected to be in their learner's workplace in the middle of the night until the early hours and then with very little sleep be back in the college for a normal 9am–5pm day.

Some assessors who work unsocial hours may say that they are only doing so for their own convenience to allow for a better work life balance however often this is a consequence of trying to accommodate an excessive workload.

UCU should seek to reach agreements with colleges that cover all staff that are required to work unsocial hours that ensure:

- unsocial hours working is only required when there is no alternative
- minimum rest breaks between working shifts
- staff are compensated for being required to work outside normal hours
- travel time to work based placements is included in overall worktime
- that assessors have weekly working hours the same as other staff; eg, 35 hours p/w
- that no statutory safety and working time regulations are breached.

## Travel and homeworking

Trainers and assessors can often be employed by a college to deliver training and assessment in workplaces which are so geographically remote from the college that they effectively work either out of their car boot or from home. After surveying trainers and assessors who work away from the college on UCU should incorporate their concerns and seek agreements with colleges on arrangements for working from home and on the road that ensure:

- staff are compensated for any extra costs incurred (eg, increased insurance premiums, electricity etc.) associated with use their car or home for business purposes
- appropriate equipment for home working is provided
- appropriate equipment for working on the road is provided (eg, mobile hands free)
- travelling time is included in working time
- all travel mileage costs are covered
- mileage remuneration rates are the same for all staff
- access to appropriate college facilities when required to attend (eg, desk, storage space etc).

## Winning improvements for assessors - a case study

UCU has already demonstrated what it can do for staff on support staff contracts with 'non-lecturer' pay, terms and conditions when they join and get organised. Assessors at one college made significant gains on pay progression and workload/case load management.

The campaign was initiated when a couple of existing members who were assessors contacted the UCU branch secretary because they had heard via their line manager that the college intended to 'update' the assessor contract in order to make it 'fit for purpose' to enable the college to grow in the area of apprenticeships. The branch contacted the regional office for advice on how to proceed.

Regional office contacted human resources at the college and stated that UCU had members in this group who had alerted UCU to the impending changes to contract. UCU stated that its members had indicated a wish for their interests to be represented. There were already established and effective bargaining mechanism in the college for other grades of staff covered by UCU so human resources (in principle) were not averse to this as long as UCU worked in harmony with UNISON - the college were aware some assessors were members of Unison.

It was quickly realised that the branch membership list was not very accurate in identifying which UCU members were assessors, some could be identified simply by the area they worked in however this did not work for all staff.

The branch emailed all of its members asking assessors to identify themselves to the branch/regional office as UCU had been alerted to the possibility of changes to terms and conditions and could represent their interests. Hard copies of a similar notice were left around the college encouraging existing assessor members to get in touch and encouraging non-member assessors to consider joining UCU as the employer had agreed that UCU could negotiate on their behalf.

Regional office and branch officers telephoned members direct from the list of known assessors - ensuring that members were rung from across a range of different departments. From this communication UCU managed to build up a list of important considerations in any negotiations on terms and conditions for these staff.

To prepare for the negotiations the regional office requested copies of contracts and terms and conditions for assessors from all branches in the region. A number of branches replied allowing the regional official to start to build a regional position on pay and caseloads for assessors.

UCU contacted Unison in order to coordinate working together and organised a number of joint meetings for assessors. We ensured we liaised with as many assessors before the meetings to organise the best times and venues; meetings were followed up with notes to assessors who were hard to reach because they were geographically remote or worked unsociable hours. All meetings were well attended and lively; assessors were generally delighted to be contacted and to be in a position for the first time to work collectively.

Negotiations on the new contracts lasted around three months with regular update meetings with assessor members to ensure that their concerns and priorities were pursued. It became clear from these meetings that pay on its own was not the biggest issue, more important was:

- establishing a workload/caseload limit
- access to further pay progression.

The result of the negotiations was a contract that was considered by the assessors to be a vast improvement on the starting point particularly in addressing the two primary concerns of members.

A new mechanism for more fairly managing workloads by the introduction of a 'case loading work sheet' which uses a points based system for assessing the workload of each assessor according to the number of learners with extra points for additional factors eg. Embed key skills, geographical distance and large framework.

On the issue of pay the top of the pay scale was lifted to allow for progression to two additional points subject to the achievement of set agreed criteria. This meant that the top pay for an assessor at the time rose from £21,850 pa to £23,500 and began to overlap the bottom of the main lecturers scale. It was also agreed to keep further progression opportunities on the agenda.

UCU worked closely with Unison although UCU took the lead in negotiations and organising assessors the view was taken that it was far better that assessors were unionised rather than not in a union and therefore tried to avoid any competition for members. Some assessors also did regular hourly-paid sessional work (in addition) and these felt that UCU was the most appropriate union.

The joint working between UCU and Unison is consistent with the 'Spheres of Influence Agreement' between UCU and Unison: <http://www.ucu.org.uk/?mediaid=4219>.

Through this campaign and negotiation UNISON and UCU now share recognition, whereas UCU previously did not have recognition for this group as they are not employed on academic contracts. UCU has grown and maintained its membership in this group of staff as a result of this campaign and negotiation, it shows how when an opportunity arises the union can use this to build organisation, recruit and win for members on support staff contracts with inferior 'non-lecturer' pay, terms and conditions.

## How do we get there?

### Make sure your branch supports you:

The first step in building a campaign to organise and recruit teaching staff on 'sub-lecturer' grades is to build the case with your branch. If you don't have support from existing members, it's harder to get support for work in organising teaching staff on 'non-lecturer' grades.

What you can do:

- do you have teaching and assessing staff on 'non-lecturer' grades in membership already or do you know any who are not yet members but might be prepared to talk to a meeting? Ask them to give a short presentation to the branch based on a comparison of their contracts with those of lecturing staff
- invite your regional official to help you make a case for recruiting among these staff at your general meeting.

### Call an open meeting for teaching and assessing staff on 'non-lecturer' grades

Usually the best way to start your campaign is with an open meeting for teaching and assessing staff on 'non-lecturer' grades.

#### Top tips for organising your meeting

- Publicise it widely – you can never have too much publicity and this may well be a staff group who are not used to thinking about UCU as their union. So we need to grab their attention early on. You can use the leaflet and poster available at <http://www.ucu.org.uk/non-lecturer>. If you already know how to get hold of teaching and assessing staff on 'non-lecturer' grades and can write to them, you can use the model letter available at the same site.
- Put on refreshments – if there is a good time when people might be more inclined to come to an event with a more social aspect, think about putting it on then, and lay on refreshments. It always helps.

- Get a speaker who can introduce the meeting – it could be yourself, your regional official or perhaps best of all, an existing member who is teaching and assessing on 'non-lecturer' grades. But don't let them talk too long. It needs to be an opportunity for teaching staff on 'non-lecturer' grades to tell the union what concerns them.
- Make sure there's plenty of time for discussion. The meeting is their opportunity to tell the union what concerns them and for you to begin to identify what the bargaining agenda might look like. It's also opportunity to tell them what UCU wants to do and to persuade them that the union is their vehicle for winning improvements.
- IMPORTANT: make sure an attendance sheet is circulated which allows people to write down who they are, where they work, contact details. This is the beginning of your workplace map.
- VERY IMPORTANT: remember to include on your attendance sheet a column for people to tick if they are prepared to help with small tasks in the campaign – putting up posters, leaflets, passing on information about 'non-lecturers' in their area etc.
- Make sure the meeting ends on a high note by summing up, thanking everyone for their contributions and tell them what the union will do next – 'we're going to conduct a survey' or 'we're going to do a recruitment drive', and remember to ask for their help.
- Make sure you have plenty of application forms and promotional materials. You can order these from [campaigns@ucu.org.uk](mailto:campaigns@ucu.org.uk).

## Identify your target group

It's important to work out who is in your target group and where they work. The best way to do this is to build up a list of teaching staff on 'non-lecturer' grades in your workplace, along with details of where they work and ways of contacting them.

Once you have a map in place, you will have a quick way of contacting them, attempting to recruit them and gathering information for the purposes of campaigning and bargaining – all the essentials of a good branch campaign.

### Top tips for mapping 'non-lecturers'

#### Identify a mapping group

Try to identify two or three, or more people who can help the branch to build up a map of teaching staff on 'non-lecturer' grades at your institution. If possible, this should include and involve any teaching and assessing staff on 'non-lecturer' grades you have in your membership.

#### List all the departments in your institution

Corporate structures, annual reports or management structures often provide this information. Cross check a number of documents to make sure you have not missed any departments.

### **List all the staff in each department**

Staff lists, phone directories, fire warden floor lists, payroll information, student/ staff annual handbooks or prospectuses are all good sources of information. Each institution will be different – use whatever is available. Some institutions have computerised phone or staff lists – if you can get the information already on computer even better as it will save time sorting later. Make sure you have all the staff. Don't leave out part-timers, managers, people who work in smaller sites etc.

### **Get an up to date copy of the branch membership list**

If you do not have a current list, your regional office can provide you with an up to date membership printout. You will be giving these lists to other members so they should not contain any personal information. A name and if provided a department, branch/LA or site is all that should be used.

### **Try to fill in where your teaching and assessing staff on 'non-lecturer' grades are**

There are several ways of getting information about teaching and assessing staff on 'non-lecturer' grades. Your members or reps may know them. If you have a list of contacts from a general meeting, ask them to help you by filling in the information they have for their particular department or workplace.

### **What information do you need?**

List their names, job titles, location (where they work), contact details (preferably email and phone number and anything else that is known about them that might be relevant, such as if they are already members of a union.

If you are in doubt about whether or not these staff should be recognised as teachers, you could use a survey. A draft survey for you to use and adapt can be downloaded from UCU's website: <http://www.ucu.org.uk/non-lecturers>.

Call a meeting of these non-union member staff together with any UCU members in these posts with the aim of recruiting them around a campaign to achieve some or all of the objectives above and other priorities they may have. This could then be drawn up as a charter of demands for these staff. A template leaflet to assist where appropriate is also available for download at: <http://www.ucu.org.uk/non-lecturers>.

## **Building a campaigning and bargaining agenda**

While the bargaining agenda you develop should be based on the broad national objectives set out in this pack, it should also be based on a solid base of support among the affected staff. That means that you need to have a sound grasp of what their issues are and these aren't necessarily always the same as what we think they ought to be.

For example, it may be that teaching and assessing staff on 'non-lecturer' grades are most exercised about an injustice connected with their travel requirements or some smaller problem. It's important that when you are attempting to develop a bargaining agenda, while you want to have a good strategic sense of what you want to achieve, you need to start where people are.

One good way to help you develop this is through a survey or questionnaire.

This can help you to find out what terms and conditions and contractual issues are, as well as what are the priorities and concerns of your colleagues on 'non-lecturer' grades.

You can find downloadable a model survey in the resources on the website at: <http://www.ucu.org.uk/non-lecturers> to help with building a campaigning and bargaining agenda.

## **Making a claim**

When you judge that the strength of numbers and feeling is sufficiently high, and you have gathered supporting evidence through surveys or mass meetings, the branch should submit a claim to the employer on behalf of these staff, seeking the introduction of revised standard contracts which incorporate the improvements suggested in this advice and local priorities identified by members.

And remember; make sure that you have the support of your existing members. All lecturers as well as the group of staff concerned will need to campaign and take action if necessary to back up negotiations.

## Checklist

The context in which branches will be organising and bargaining on behalf of 'non-lecturer' staff in teaching and assessing teams will vary dramatically. Nonetheless there are some key points that must be followed in any campaign to organise and negotiate on behalf of these staff which are listed in this checklist.

### **Do you know where your existing membership within 'non-lecturer' grades are?**

It is important for you to know how many members you already have and in what roles when you develop any campaign to organise and negotiate on behalf of these staff.

### **Does UCU or any other union have recognition or bargaining rights for staff in 'non-lecturer' roles?**

In some colleges where these roles have developed over time it is not obvious which or if any union has recognition or bargaining rights for these staff. In others the college may try to insist that UCU does not have bargaining rights for these staff because they are employed on a support staff contract and therefore only UNISON or other recognised support staff unions can negotiate for these staff. If you do not know who has bargaining and negotiating rights for these staff at your college or if UCU doesn't currently have these you should seek advice from your regional office on how to proceed.

### **Do UNISON have membership amongst 'non-lecturer' staff?**

Where UNISON have membership amongst 'non-lecturer' staff you should inform any local UNISON reps that you intend to seek improvements for these staff and offered to work together with them in accordance with the joint UCU/UNISON agreement on 'Spheres of Influence' which can be found at: <http://www.ucu.org.uk/non-lecturers>.

### **Do you have support for organising and negotiating on behalf of 'non-lecturers' from existing branch members?**

You need to inform existing members and seek their support for the branch to organise and negotiating on behalf 'non-lecturers'? If you find resistance to this amongst existing membership contact your regional office for advice.

### **Have you called a meeting of or surveyed 'non-lecturer' staff to determine which issues are important to them?**

Before you can construct a bargaining agenda for 'non-lecturer' staff at your college you need to consult these staff (both members and non-members) to determine the issues that matter most to them and which terms and conditions they most want to see improvements in.

## **Have you gained support for your claim on behalf of 'non-lecturers'?**

It is important to ensure that any claim you construct on behalf of 'non-lecturers' has both the support of the staff affected and the support of existing members in other roles. Existing members may not automatically be aware of the current terms and conditions of 'non-lecturers' and therefore it is important that they understand why it is important for all UCU members that UCU seek improvements for these staff.

## **Have you informed your regional office about your claim?**

Before you submit any claim for improvements on behalf of 'non-lecturers' you should inform your UCU regional office and seek further advice and support. Your UCU regional office will be able to inform you of any recent wins for similar 'non-lecturer' staff in your area and will be able to support you in your activity.

## **Resources**

Downloadable resources to support your campaign can be found at:

<http://www.ucu.org.uk/non-lecturers>.

Produced by UCU's bargaining and negotiations department  
Carlow Street, London, NW1 7LH

[bargainingandnegotiations@ucu.org.uk](mailto:bargainingandnegotiations@ucu.org.uk)

<http://www.ucu.org.uk>