

CHAPTER 10

GRADES WITH STUDENT RANKS

Scope

10.1 This chapter contains proposals for grades whose basic entry ranks have been created to provide staff with training which is only available to a limited extent outside Government. At the end of the training period, staff are usually required to pass internal or external examinations which provide them with additional qualifications. Successful students are advanced to the first functional rank of the grade. In most cases the student rank forms a combined establishment with the first functional rank and no additional posts are required to accommodate successful students.

10.2 We have divided these grades into four groups. The first three groups are based on the educational qualifications required for appointment to the student rank. These are :

Group I : Grades for which the minimum educational qualification required for entry to the student rank is below school certificate.

Group II : Grades for which the minimum educational qualification for entry to the student rank is school certificate. (The grades in this group are further divided having regard to the period of training required for appointment to the functional rank i.e. one year, two years, more than two but less than three years and three years.)

Group III : Grades for which the minimum educational qualification required is matriculation.

The fourth group, Group IV, consists of structurally related grades which are usually filled either by the appointment of serving civil servants or by direct entrants who have undergone specialist training courses outside Hong Kong. For example Dietitians may be appointed from Registered Nurses who have taken a course in dietetics. In effect the studentship is performed overseas and thus appointment is to the first functional rank in the grade.

Benchmarks and pay scales

10.3 Benchmarks for the student ranks of the first three groups are identical with those for grades requiring equivalent qualifications for entry to a functional rank. Thus, Point 2 is the benchmark for grades in Group I, Point 5 is the benchmark for grades in Group II and Point 16 is the benchmark for grades in Group III. The pay scales for the student ranks then have regard to the number of years' training required. This represents a reduction in the length of scales for a number of student ranks, since we consider it inappropriate to continue to provide extended scales to cater for students who fail to pass their examinations within the normal period. This does not mean that students should not be given a second chance at an examination where there is a reasonable prospect of success, but that they should be prepared to mark time on the pay scale during the further training period.

10.4 The benchmarks for the first functional ranks have regard to the level of qualification obtained on completion of the training period. For ranks in Group I, and those in Group II requiring only one year's training, the benchmark is Point 11. For ranks in Group II, entry to which requires a minimum of two years' training but less than three years' training, the benchmark is Point 16. For ranks in Group II requiring three years' training the benchmark is Point 17. For ranks in Group III the benchmark is Point 21.

10.5 The overall pay scales have regard to the existing scales for major grades within the groups adjusted in accordance with the system explained in Chapter 4. There is already considerable broadbanding of pay scales among grades covered in the chapter and we have extended this practice further. In general, grades are broadbanded from the maximum of the third functional rank upwards. The pay scale for the first rank of grades in Group IV spans the scales applicable to the second and third functional ranks of the grades in Group II requiring three years' training.

Individual grades

10.6 Our comments on the individual grades follow and a table setting out the pay scales is in Appendix XIV. There is however, one grade to which we wish to draw special attention.

10.7 In 1978 a decision was taken to merge the ranks and the pay scales of Radiographer II and Radiographer I on the grounds that there was no functional difference between the duties of these ranks. As a result staff in the lower rank are able to proceed to the maximum of the former Radiographer I scale. We consider this decision incorrect. If the two ranks were to be merged on the grounds of there being no functional difference a rate for the job should have been determined and an appropriate scale introduced. We see no justification for the automatic extension of the scale to the maximum of the higher rank.

10.8 We therefore believe it necessary to re-introduce separate pay scales for Radiographer II and Radiographer I pending an examination to determine whether measures can be taken to functionalise the two ranks.

Group I

(Grades for which the minimum educational qualification required for entry to the student rank is below school certificate)

10.9 Enrolled Nurse
Enrolled Nurse (Psychiatric)

Enrolled Nurses claim that their duties are similar to those of Registered Nurses and that their pay should therefore be at least 90% of that of the latter.

We agree that the duties of Enrolled Nurses are in many aspects comparable to those of Registered Nurses. But there are differences in qualifications, length and content of training and the level of nursing skills acquired. We therefore consider the existing situation whereby the Enrolled Nurses' pay scale stops three increments short of the maximum of the Registered Nurses' scale, which incidentally is over 80% of the maximum of the pay scale for Registered Nurse, is satisfactory.

Enrolled Nurses also seek the opportunity to qualify as Registered Nurses. We understand that this is possible if they first obtain the educational qualifications necessary for appointment as a Student Nurse. Beyond this, the question of appointment as a Registered Nurse is a matter for the Nurse Registration Board.

In the case of Enrolled Nurse (Psychiatric) because of longstanding recruitment and retention difficulties and the nature of the work, we recommend that the present one increment lead at both levels be increased to two. The recommended pay scales for the ranks also reflect the requirement to work shifts.

	<u>Existing</u>	<u>Proposed</u>
Pupil Nurse	3 - 4	3 - 4
Pupil Nurse (Psychiatric)	4 - 5	5 - 6
Enrolled Nurse	11 - 21	12 - 22
Enrolled Nurse (Psychiatric)	12 - 22	14 - 24

/ 10.10 Midwife.....

10.10 Midwife

Like Enrolled Nurses, Midwives feel their duties are closely related to those of Registered Nurses. However, our comments on Enrolled Nurses apply equally to Midwives and their scales reflect the present relativity with Registered Nurses.

	<u>Existing</u>	<u>Proposed</u>
Student Midwife	3 - 4	3 - 4
Midwife	11 - 21	12 - 22

Group II

(Grades for which the minimum educational qualification for entry to the student rank is school certificate)

10.11 Dental Hygienist

This is the only grade in this group requiring one year's training. The grade was created in July 1978 and as yet there is still no staff member holding the functional rank. We cannot therefore effectively assess this grade until it becomes operational. In the meantime we do not consider the scale for Dental Hygienist should be less than the basic scale for Form IV functional ranks and propose the minimum be raised accordingly.

	<u>Existing</u>	<u>Proposed</u>
Student Dental Hygienist	5	5
Dental Hygienist	10 - 21	11 - 21

10.12 Aeronautical Communications Officer
Telecommunications Officer

The staff of the Aeronautical Communications Officer grade contend that the present pay structure has resulted in recruitment and retention difficulties. No evidence of any recruitment difficulties has been demonstrated to us but there is a relatively high wastage rate among students largely through in-service transfer to other grades.

We have brought the pay scales of the Aeronautical Communications Officer grade into line with other comparable grades with student ranks performing shift duties.

We also recommend that the grade of Telecommunications Officer, which is a normal promotion outlet for Aeronautical Communications Supervisors, be merged with the Aeronautical

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Communications Officer grade and that the ranks of Telecommunications Officer and Assistant Telecommunications Officer be retitled as Chief Aeronautical Communications Supervisor and Senior Aeronautical Communications Supervisor respectively. The proposed pay scales for these two ranks are broadbanded with other ranks in this group.

	<u>Existing</u>		<u>Proposed</u>
Student Aeronautical Communications Officer	6 - 7	Student Aeronautical Communications Officer	6 - 7
Aeronautical Communications Officer II	15 - 24	Aeronautical Communications Officer II	17 - 25
Aeronautical Communications Officer I	25 - 29	Aeronautical Communications Officer I	26 - 32
Aeronautical Communications Supervisor	30 - 33	Aeronautical Communications Supervisor	33 - 37
Assistant Telecommuni- cations Officer	31 - 41	Senior Aeronautical Communications Supervisor	38 - 42
Telecommuni- cations Officer	33 - 45	Chief Aeronautical Communications Supervisor	43 - 45

10.13 Air Traffic Control Assistant

The proposed scales are in line with our overall recommendations for grades with student ranks requiring two years' training and involve adjustments to the minimum of the first functional rank to take account of shift duty.

	<u>Existing</u>	<u>Proposed</u>
Air Traffic Control Assistant III	6 - 7	6 - 7
Air Traffic Control Assistant II	16 - 25	17 - 25
Air Traffic Control Assistant I	26 - 32	26 - 32
Senior Air Traffic Control Assistant	33 - 37	33 - 37

/ 10.14 Explosives.....

10.14 Explosives Inspector
Explosives Officer

Staff of the inspectorate grade compare themselves with Health Inspectors and request similar pay scales. We have examined the duties and responsibilities of Explosives Inspectors and Explosives Officers and consider that they should form one grade. In fact, Assistant Explosives Inspector is a student rank which requires two years' training. We have therefore brought the pay scales of ranks in the amalgamated grade into line with other comparable ranks in this group. The pay scales for the student rank and the first functional rank take into account the danger element of the job.

	<u>Existing</u>		<u>Proposed</u>
Assistant Explosives Inspector	6 - 8	Assistant Explosives Officer	6 - 7
Explosives Inspector	16 - 25	Explosives Officer II	17 - 24
Explosives Officer	26 - 36	Explosives Officer I	25 - 37
Senior Explosives Officer	38 - 42	Senior Explosives Officer	38 - 42
Chief Explosives Officer	43 - 45	Chief Explosives Officer	43 - 45

10.15 Health Inspector

Health Inspectors have asked that the educational qualification for entry to the grade be raised to matriculation and their pay scale raised accordingly. They also compare themselves with the Land Executive and Housing Manager grades. We have seen no evidence to suggest that the existing educational qualifications for entry to the grade are inadequate nor are the duties of the grades with which they compare themselves comparable. Their pay scales are largely in line with other grades with student ranks requiring two years' training. However, we propose to close the gap in pay between Senior Health Inspector and Chief Health Inspector. We have also split the pay scale of the Inspector rank into two to reflect the existing requirement of obtaining an appropriate qualification from the Royal Society of Health or from the Institute of Solid Waste Management before advancement beyond Point 24.

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<u>Existing</u>		<u>Proposed</u>	
Student Health Inspector	5 - 6	Student Health Inspector	5 - 6
		(Health Inspector II	17 - 24
Health Inspector	17 - 32	(Health Inspector I	25 - 32
Senior Health Inspector	33 - 37	Senior Health Inspector	33 - 37
Chief Health Inspector	39 - 42	Chief Health Inspector	38 - 42
Superintendent of Urban Services	43 - 45	Superintendent of Urban Services	43 - 45
Senior Superintendent of Urban Services	46 - 48	Senior Superintendent of Urban Services	46 - 48

10.16 Co-operative Supervisor

Staff contend that their job is mainly auditing and they compare themselves with other grades employed in this field. However such grades require entirely different entry qualifications and the levels of skill required are also different.

Assistant Co-operative Supervisor is a student rank requiring two to three years' training. We recommend that the maximum pay for this rank be lowered from Point 8 to Point 7 to reflect more accurately the training period. Pay scales for the other ranks are adjusted in line with other grades in the group.

	<u>Existing</u>	<u>Proposed</u>
Assistant Co-operative Supervisor	5 - 8	5 - 7
Co-operative Supervisor II	16 - 23	16 - 23
Co-operative Supervisor I	24 - 30	24 - 31
Senior Co-operative Supervisor	31 - 37	32 - 37
Senior Co-operative Officer II	38 - 42	38 - 42
Senior Co-operative Officer I	43 - 45	43 - 45

10.17 Field Officer

Staff have proposed that the entry qualification be raised but in our opinion the existing qualification plus the in-service training provided are adequate for the competent performance of the duties of the grade.

The staff claim that their promotion prospects have been adversely affected by the streaming of jobs within the Agriculture and Fisheries Department. If this is the case, we recommend that consideration should be given to permitting equal opportunity for promotion within the grade.

The proposed pay scales are in line with comparable grades with student ranks with two to three years' training period.

	<u>Existing</u>	<u>Proposed</u>
Assistant Field Officer	5 - 8	5 - 7
Field Officer II	16 - 23	16 - 23
Field Officer I	24 - 30	24 - 31
Senior Field Officer	31 - 37	32 - 37

10.18 Fisheries Supervisor

The pay scales are adjusted in line with other similar grades whose basic ranks require two to three years' training.

	<u>Existing</u>	<u>Proposed</u>
Assistant Fisheries Supervisor	5 - 8	5 - 7
Fisheries Supervisor II	16 - 23	16 - 23
Fisheries Supervisor I	24 - 30	24 - 31
Senior Fisheries Supervisor	31 - 37	32 - 37

10.19 Printing Officer

We have examined the proposals for revised pay scales submitted by the staff. We agree that adjustments to the existing scales are required but not in the manner suggested. We also do not agree that training should start at the Printing Officer level nor do we agree that the present student rank should be abolished.

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