

## **Application for transfer from teaching focused contract to standard academic contract or from standard academic contract to teaching focused contract - 2022**

### **1. Guidance for applicants**

- 1.1. For academic staff on a full-time standard academic contract, formal scheduled teaching activity is one element of their contract, limited to a maximum of 550 teaching hours a year. In addition, staff are expected to undertake research and scholarship and teaching-related and non-teaching related activities, within the annual contracted hours; in most cases this means hours across the year will be worked as approximately 1/3 scheduled teaching, 1/3 research and scholarship, 1/3 teaching-related/non-teaching related activities (pro rata for part time hours). Research and scholarship activity is therefore a very important element of a standard academic contract.
- 1.2. For academic staff on a full-time teaching focused contract, formal scheduled teaching activity is limited to a maximum of 850 hours per teaching year. In addition, staff are expected to undertake scholarship and professional practice and teaching-related and non-teaching related activities, within the annual contracted hours. Scholarship and professional practice activity is therefore a very important element of a teaching-focused contract.
- 1.3. Individuals who may be eligible to transfer from a teaching-focused contract to a standard academic contract, or from a standard academic contract to a teaching-focused contract, are initially advised to speak to their Head of School about their potential interest in doing so. Please note that if a successful application is made, this would result in a change of terms and conditions of employment for the individual concerned. The individual concerned and/or the Head of School are therefore advised to seek further advice from their designated HR Business Partner about the precise nature of the contractual changes, before submitting such an application.
- 1.4. Interested applicants are then required to complete the application form and to provide clear supporting evidence to demonstrate that they meet the required assessment criteria. The Head of School will be required to provide a brief statement of assessment, with a recommendation.
- 1.5. When assessing applications under this scheme, the Panel will be looking for high quality applications with clear supporting evidence that the applicant has met the criteria described.
- 1.6. Details of the evidence expected, and associated indicators of quality, esteem or impact, are set out Appendix 1 (for transfer to a Standard Academic Contract) and Appendix 2 (for transfer to a Teaching-Focused Contract).
- 1.7. Applicants are encouraged, where possible, to provide weblinks to supporting evidence, such as publications lists on WRAP, or to include the evidence in the body of the text. Applicants may append documents as evidence where these are not available online and where this evidence is important to making their case. Dates of the evidence relied upon must be included, either on the application form or through the weblinks/appended documents provided.

- 1.8. All outputs from research and scholarship (including conference presentations) referenced in the application must have been uploaded to WRAP by the time the application is submitted or they will not be considered as part of the evidence.
- 1.9. The Panel will look for clarity from the application on how the applicant, if appointed to a standard academic contract or teaching-focused contract, will be able to meet all requirements of the new contractual arrangement.
- 1.10. If successful, transfers will be at the applicant's current level e.g. Lecturer (teaching) to Lecturer (standard academic contract); Lecturer (standard academic contract) to Lecturer (teaching).
- 1.11. As part of the University's commitment to supporting equality and diversity, we recognise the effect that equality-related circumstances can have on an individual's ability to meet the criteria. We therefore encourage staff to declare information about any equality-related circumstances that may have affected their ability to meet the criteria. Completion of the equality-related circumstances form is voluntary. This form is the only means by which the University will be gathering this information. The following circumstances may be taken into consideration:
- Part time employment – please indicate FTE and the dates of any changes, and how this has had an impact on your work
  - Career break or secondment outside of the higher education sector – please provide dates and duration
  - Maternity leave, statutory adoption leave, additional paternity leave (taken by partners of new mothers or co-adopters) and shared parental leave – please provide dates and duration
  - Disability (including conditions such as cancer and chronic fatigue) – please indicate how this has had an impact on your work, including dates of any periods of leave
  - Ill health or injury - please indicate how this has had an impact on your work, including dates of any periods of leave
  - Mental health conditions - please indicate how this has had an impact on your work, including dates of any periods of leave
  - Constraints relating to pregnancy, maternity, breastfeeding, adoption, paternity or childcare in addition to periods of maternity, statutory adoption, additional paternity or shared parental leave taken. This could include for example, pregnancy related illness and health and safety restrictions in laboratory and field work.
  - Other caring responsibilities (including caring for an elderly or disabled relative)
  - Gender reassignment

The equality related circumstances form should be submitted by the Head of School at the same time as the main application but as a separate document. The form will be retained by HR in the first instance and the information disclosed will not be shared with the assessment panel. If the initial assessment by the panel is that the application is not successful, HR will share the disclosure of equality related circumstances with the Chair of the panel, who will consider whether the equality related circumstances may have affected the applicant's ability to meet the criteria. The Chair may share the information with panel members if they consider it appropriate and relevant to the decision-making process. All panel members are required to treat the disclosure as confidential.

## 2. Overview of the application process

### Eligibility

- 2.1 All academic staff on either a standard academic or teaching focused contract.
- 2.2 In all cases applicants **must have** successfully completed their probationary period at the point of application.
- 2.3 Applicants **must not** currently be subject to the University's formal performance improvement procedures.

### Process

- 2.4 Eligible staff interested in making an application should arrange to meet with their Head of School in advance of their submission. This meeting will provide an opportunity to discuss the application process with consideration of the assessment criteria detailed below, and to explore how transfer to a standard academic contract or to a teaching-focused contract could support the future needs of both the School and the wider University.
- 2.5 Applicants should submit their completed application form to the Head of School by a stated deadline (and in advance of the final closing date for the scheme). Heads of School will decide on the most appropriate deadline for their School, ensuring when doing so that they will be allowing themselves sufficient time to fully review and consider each application. It is the responsibility of the applicant to ensure that their application is received in the Head of School's office by the given deadline. A Head of School will have the right to decline to consider any applications that are submitted after the given deadline.
- 2.6 The Head of School will assess each application against the published criteria (see Appendix 1 for transfer to a standard academic contract and Appendix 2 for transfer to a teaching-focused contract) and will decide whether the application should be submitted for the Panel to consider for transfer and therefore progressed to the next stage of the process. In relation to any cases where there are concerns about the strength of the application against the criteria, and therefore there is the potential that such an application may not be recommended for submission to the Panel, the Head of School is encouraged to seek advice from their designated HR Business Partner before confirming their decision either way.
- 2.7 Once a decision has been made, the Head of School will complete the relevant section of the application form. At the end of the assessment process, they will write to the applicant to advise whether they support submission to the Panel for consideration for transfer or not. If they do not support submission to the Panel at this stage, they will provide written feedback to the applicant to explain their assessment.
- 2.8 The possible outcomes of the Head of School's assessment will be:
  - Not recommended for submission for the Panel to consider for transfer – the Head of School will return the completed application form and provide feedback to the applicant in advance of the closing date for applications. The application will cease at this stage.
  - Approved for submission for the Panel to consider for transfer – the Head of School will submit the completed application form for consideration by the Panel in advance of the closing date for applications.

**2.9 Heads of School are required to submit any supported applications from their School to Sam Bateman, Deputy HR Director (Employee Relations) via email to [s.bateman@worc.ac.uk](mailto:s.bateman@worc.ac.uk) by 5pm on Thursday 23<sup>rd</sup> June 2022. No applications received after this time will be considered.**

2.10 The applications will be considered by the Panel consisting of:

- Acting Provost (Chair of Panel)
- Deputy Pro Vice Chancellor – Research
- Director of Quality and Educational Development
- Deputy HR Director (Employee Relations) (Secretary for Panel)

2.11 The Panel will meet to discuss and assess the applications and make recommendations to the Vice Chancellor.

2.12 The recommendations from the Panel are subject to final approval by the Vice Chancellor and Chief Executive.

2.13 A summary of agreed outcomes will be provided to the Head of School (to include reasons for unsuccessful applicants) and the Head of School will advise each applicant of the outcome of the Panel process.

2.14 The Head of School will be responsible for providing confidential feedback to unsuccessful applicants within 4 weeks of the decision date, based on the summary feedback provided by the Panel.

2.15 All applicants considered by the Panel will receive written confirmation of the outcome of their application from the HR department. Successful applicants will also be issued with a revised contract of employment.

2.16 Any successful transfers will be effective from 1<sup>st</sup> August 2022.

### **3. Appeal process**

3.1 An appeal can only be made if the applicant believes that the procedure outlined above has not been followed correctly. There is no appeal on the grounds that an individual disagrees with the decision of the Promotion Panel, or that of their Head of School should it be the case that their application was not progressed to the Panel at all. Therefore, disagreement with the outcome of an application at any stage of the process is not in itself grounds for an appeal.

3.2 The appeal should be made in writing to Adele Cope, Director of Human Resources, explaining clearly the grounds for the appeal, within ten working days of the outcome being notified to them. No appeals will be considered after this period.

3.3 If the Director of HR finds that there is the ground for an appeal, she will refer the matter to the Vice Chancellor or nominated person who will reassess the original documentation.

## Appendix 1 – Evidence of Research and Scholarship activity

Set out below are the range of research and scholarship activities the University would expect staff to undertake on a Standard Academic Contract. It is not required that staff are engaged in all the activities listed here and they may be engaged in other activities not highlighted below which are expected of their specific role. In your application, you must supply evidence of any activities you highlight *and* indicators of the quality or impact of the activities. The tables below provide examples of the kinds of evidence the Panel would expect to see for each activity and of associated quality or impact indicators. This is not necessarily an exhaustive list and the Promotion Panel will take into account other evidence and other indicators where these are deemed appropriate.

Activity	Evidence	Quality and/or Impact Indicators
Engage in collaborative or solo projects	Details of project(s) to include information on project timescales, role of applicant on the project, partners (internal and external), funding, and progress (e.g. data collected, data analysed, conference presentations, publications)	Output metrics (see below); value of any funding; impact of research on policy or practice (see below); positive external coverage of the project through media, social media, etc.; awards or recognition for project
Disseminate outputs from research and scholarship	Details of outputs such as conference presentations, journal articles, books (including text books), book chapters, exhibitions, performances, software, datasets, etc. Where an output is co-authored please provide details of your contribution	Peer review scores from e.g. REF 2021 review process; REF 2021 contribution; output metrics such as citations, policy mentions, social media mentions, downloads; reviews; journal or other awards; conference metrics such as number of attendees. Please note, we do not make use of data such as journal impact factors or journal quartiles in any assessment.
Engage in or be eligible to engage in doctoral supervision	Details of doctoral supervision past and present; evidence of eligibility	Details of completions; funding for doctoral supervision; evidence of student progress (e.g. publication, timely completion of key stages such as transfer)
Bid for project funding	External and internal bid details (funder, value, partners)	Successful bids; feedback from reviewers

Develop networks and collaborations with academic and non-academic partners	Organising conferences and seminars; collaborative research projects; collaborative outputs	Output metrics as above; joint bids; conference metrics
Plan for, develop and evidence impact from research	User facing activities; engagement with policymakers such as local authorities; training for	Changes in policy or practice; changes in outcomes for groups or individuals; contribution to REF Impact Case Studies
Contribute to the infrastructure of the discipline	Act as a reviewer or referee for a journal, funding body, publisher; active membership of a learned society, subject association, professional body.	Frequency of activity; breadth of activity; nature of funder, publisher, learned society, etc.
Engaging public and community with research	Public lectures; other public and community events	Public feedback; wider evaluation of activities

## Appendix 2 - Evidence of Scholarship and Professional Practice activity

Set out below are the range of scholarship and professional practice activities the University would expect staff to undertake on a Teaching Focused Contract. It is not required that staff are engaged in all the activities listed here and they may be engaged in other activities not highlighted below which are expected of their specific role. In your application, you must supply evidence of any activities you highlight *and* indicators of the quality or impact of the activities. The tables below provide examples of the kinds of evidence the Panel would expect to see for each activity and of associated quality or impact indicators. This is not necessarily an exhaustive list and the Panel will take into account other evidence and other indicators where these are deemed appropriate.

Activity	Evidence	Quality and/or Impact Indicators
Engage in learning and teaching projects and developmental activity which seeks to improve teaching practice and student experience	Details of projects including role in the project, timeframes, outcomes and recommendations, outputs (such as conference presentations, journal articles, case studies, websites)	Funding for project; output metrics such as citations, downloads, page views; project awards and recognition; impact of implemented recommendations on student experience as shown by, for example, student satisfaction and achievement data
Lead or contribute to staff professional development to achieve course, School or University objectives	Details of role and contribution, outcomes and impact	Participant feedback, peer or manager feedback, impact metrics and assessments
Disseminate outputs from research, scholarly activity and professional practice	Details of outputs such as conference presentations, journal articles in academic and professional journals, books (including text books), book chapters, blogs, websites, etc. Where an output is co-authored please provide details of your contribution.	Output metrics such as citations, downloads, page views, etc.
Engaging students with research, scholarship and professional practice through research-informed teaching, student-led research; student engagement with the scholarship of learning and teaching	Details of specific activities and approaches	Student feedback; peer feedback; student-led outputs

Developing networks and communities of practice around Scholarship of Learning and Teaching	Details of network/community	Outputs from network/community; reach of network/community (i.e. how many individuals, institutions, disciplines are involved); qualitative account of impact with testimony or feedback where possible
Contribute to the infrastructure of the discipline or professional area	Act as a reviewer or referee for journal, funding body, publisher; active membership of a learned society, subject association, professional body.	Frequency of activity; breadth of activity; nature of funder, publisher, learned society, etc.
Contribute to the development of pedagogic practice and debate generally and/or in a relevant discipline area	Dissemination of pedagogic practice through outputs such as conference presentations, publications, case studies, websites, blogs	Output metrics such as citations, downloads, page views, etc.