Academic Promotion Scheme 2022

Applications for promotion from Lecturer (AC2) to Senior Lecturer (AC3)

These guidelines are for staff on Standard Academic Contracts and on Teaching-Focused Contracts.

1. Guidance for applicants

1.1. Senior Lecturers play a key role in creating a vibrant and intellectually challenging environment for our students. They will do this by developing and delivering high quality teaching activities, on courses with high levels of student engagement and satisfaction. They will be reflective practitioners who seek to continually update and improve their academic offering. They will provide excellent support for their students throughout the student journey.

1.2. They may act as course leaders and are highly likely to act as module leaders in their discipline. They are expected to engage fully in recruitment and admissions processes. They are expected to engage fully in quality assurance processes, to maintain academic standards and to enhance academic quality. They are also expected to assume more responsibility for some appropriate academic management and administration.

1.3. Senior Lecturers on Standard Academic Contracts will engage in research and scholarship and will disseminate their research and scholarship through conference presentations, journal articles, monographs and other forms of research output. They may also write or contribute to textbooks based on their research, scholarship or professional practice or produce articles for practitioner journals. They may engage in bidding for external funding and will, where appropriate, be supervising doctoral students or be available to do so.

1.4. Senior Lecturers on Teaching-Focused Contracts are not expected to produce original and peer reviewed academic research or apply for research funding. However, they are expected to engage in academic and pedagogic scholarship, for example writing textbooks or articles for practitioner journals, or engage in professional practice which directly benefits our students, including representing the University on relevant external professional committees.

1.5. Senior Lecturers will be expected to work with colleagues in other Schools on cross-University projects or working groups and may work with external colleagues, organisations, public and community to develop their learning and teaching or research and scholarship, to enhance the infrastructure of their discipline, or engage with the wider world.

1.6. When assessing applications under this scheme, the Promotion Panel (see below) will be looking for high quality applications with clear supporting evidence that the applicant has met the criteria described below.

1.7. For staff on a Standard Academic Contract, the three categories for evidence are:
- Learning and Teaching
- Research and Scholarship
- Management and Administration

1.8. For staff on a Teaching-Focused Contract, the three categories for evidence are:
- Learning and Teaching
- Scholarship and Professional Practice (including the Scholarship of Learning and Teaching)
- Management and Administration

1.9. Details of the evidence expected for each of these categories and associated indicators of quality, esteem or impact are set out Appendix 1 (Standard Academic Contract) and Appendix 2 (Teaching-Focused Contract).

1.10. Applications must be made on the relevant Application Form (Standard Academic Contract or Teaching Focused Contract). Section 2 is where the applicant makes their case for promotion. This section **must not** exceed 5 pages. 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. Appended documents will not count towards the 5-page maximum.

1.11. 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.

1.12. The applicant must demonstrate that:-
- as a minimum they have consistently performed at the expected level for a Lecturer across **all three** relevant categories for their contract type; and
- that **in two of the three** relevant categories, their performance and achievement has been **consistently and significantly beyond** the normal expectations for a Lecturer over a **sustained period of time**.

This will normally be for at-least a 2-year period immediately preceding the application. Factors, such as periods of sickness or other absence, will be taken into account when considering this timeframe.

1.13. Applicants should, in addition, identify how, if promoted to Senior Lecturer, they will be able to make an ongoing, positive contribution to the School and the University as a Senior Lecturer.

1.14. If a Lecturer is currently employed on a standard academic contract and wishes to be considered for promotion but does not meet the standard academic research and scholarship criterion, they may speak to their Head of School about the possibility of still applying for promotion, subject to them meeting the eligibility criteria for a Senior Lecturer (Teaching) contract instead. If their Head of School would be supportive of such an application, the Teaching-focused application form should be completed instead. Please note that if a successful application for promotion is made against the Senior Lecturer (Teaching) criteria, rather than the standard academic Senior Lecturer criteria, 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 a promotion application.

1.15. Likewise, if a Lecturer (Teaching) wishes to be considered for promotion against the standard academic Senior Lecturer criteria, rather than the Senior Lecturer (Teaching) criteria, then they would be permitted to do so providing that: 1) they can provide sufficient evidence of their research and scholarship activity, and 2) their Head of School is willing

to support their application for promotion on that basis. Such an application should be submitted by completing the Standard Academic Contract application form instead. Please note that if a successful application for promotion is made against the standard academic Senior Lecturer criteria, rather than the Senior Lecturer (Teaching) criteria, this would also 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 a promotion application.

1.16. 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. Where appropriate therefore, we encourage staff to declare information about any equality-related circumstances which they believe 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 leave 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 person)
- Gender reassignment

The form should be submitted to SLPromotion@worc.ac.uk 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. Eligibility

2.1. Applicants may apply for promotion regardless of where they are on the AC2 pay spine.

2.2. Applicants *must have* successfully completed their probationary period at the point of application*.*

2.3. Applicants are *expected to have* an appropriate teaching qualification (e.g. a PG Cert. in LTHE) or Fellowship of the HEA. An application will still be considered if the applicant

is unable to meet this criterion, however they are required to provide details of why this has not been possible to date and to provide an expected timescale for completion which has been discussed with their Head of School.

2.4. Applications *will not* be considered by the Promotion Panel where:
- Section 2 of the application exceeds the maximum length of 5 pages
- The details requested in Section 1 of the application are incomplete

2.5. Applicants *must not* currently be subject to the University's formal performance improvement procedures

3. Process

3.1. 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 and to explore how promotion to a Senior Lecturer role could support the future needs of the School and the wider University.

3.2. Applicants should submit their application form having completed Sections 1 and 2 to their 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 by the Head of School by the given deadline. A Head of School will have the right to decline to consider an application if the given deadline is not met.

3.3. The Head of School will assess each application against the published criteria and will decide whether the application should be submitted for the Promotion Panel to consider for promotion 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 promotion criteria, and therefore there is the potential that such an application may not be recommended for submission to the Promotion Panel, the Head of School is encouraged to seek advice from their designated HR Business Partner before confirming their decision either way.

3.4. 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 Promotion Panel for consideration for promotion or not. If they do not support submission to the Promotion Panel at this stage, they will provide written feedback to the applicant to explain their assessment.

3.5. The possible outcomes of the Head of School's assessment will be:

- Not recommended for submission for the Promotion Panel to consider for promotion – the Head of School will return the completed application form and provide feedback to the staff member in advance of the closing date for applications. The application will cease at this stage.
- Approved for submission to the Promotion Panel to consider for promotion – The Head of School will submit the completed application form for consideration by the Promotion Panel in advance of the closing date for applications.

3.6. Heads of School are required to submit applications from their School to SLPromotion@worc.ac.uk by 5pm on Tuesday 10th May 2022. No applications received after this time will be considered.

3.7. The applications will be considered by the Promotion Panel consisting of:

- Acting Provost (Chair)
- Deputy HR Director (Employee Relations) (Secretary)
- Deputy Pro Vice Chancellor Research
- Director of Quality and Educational Development
- 2 x Heads of School

3.8. The Promotion Panel will meet to assess the applications and make recommendations to the Vice Chancellor. Heads of School on the panel will play no part in the assessment of applications from their own School.

3.9. The recommendations from the Promotion Panel are subject to final approval by the Vice Chancellor.

3.10. A summary of the agreed outcomes will be provided to the Head of School (to include reasons for non-successful applicants) and the Head of School will advise each applicant of the outcome of the Promotion Panel process.

3.11. 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 Promotion Panel. This may include advice on areas for development for any future promotion application.

3.12. All applicants considered by the Promotion Panel will receive written confirmation of the outcome of their application from the HR department.

3.13. Successful applicants will move from salary band AC2 to AC3, with one incremental salary point increase. Successful applicants will not be permitted to make an application for further incremental progression through the Staff Reward Scheme in the same (academic) year.

3.14. Promotions will be effective from 1st July 2022.

4. Appeal process

4.1. An appeal can be made only 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.

4.2. The appeal should be made in writing to Adele Cope, Director of HR, 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.

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

Appendix 1 Evidence (Standard Academic Contract)

Set out below are the range of 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.

Category 1: Learning and Teaching

Activity	Evidence	Quality and/or Impact Indicators
Design and deliver teaching (either alone or as part of a team) across a range of modules or within a subject area, using appropriate teaching, learning support and assessment methods	Details of modules taught and of contribution to modules	Student satisfaction data; student evaluation and feedback; specific external examiner or advisor or peer feedback; awards or recognition. When citing student survey data or module evaluation results, please provide the % response rate
Set and assess assignments and examinations and provide developmental feedback to students in a timely fashion.	Details of activity including any innovations in assessment or feedback	Student evaluation and feedback; specific external examiner or advisor or peer feedback
Supervise student projects, field trips and where appropriate, placements or work-based learning	Details of activity such as number and specifics of projects, placement providers with whom you work (and perhaps how you have established and developed those relationships)	Student evaluation and feedback; peer feedback; feedback from placement or work-based learning providers; awards or recognition; student-led publications resulting from projects
Act as personal academic tutor, to provide purposeful academic guidance and developmental support for tutees	Details of activity, such as number of students and your approach to acting as a PAT	Student evaluation and feedback; specific external or peer feedback; awards or recognition

Act as a module leader	Details of module leadership roles	Student satisfaction data; student achievement data; student evaluation and feedback; peer feedback; awards or recognition
Act as a Course Leader	Details of course leadership roles	Student satisfaction data; student achievement data; student evaluation and feedback; peer feedback; awards or recognition
Contribute to the planning, design and development of existing and new courses	Details of course developments on which you have led or contributed and the nature of this development	Student numbers on new and existing courses to which the applicant has contributed; feedback from course development process; examiner feedback
Seek ways of improving performance by reflecting on teaching design and delivery and through analysis of student and peer feedback	Details of activity	Awards and recognition; student achievement data over time at module or course level
Ensure that teaching is underpinned by up-to-date research and scholarship in the field of study	Details of activity, including whether underpinned by own research and scholarship or that of other and of student-led research where appropriate	Student evaluation and feedback; examiner feedback
Consider, develop and implement innovative approaches to learning and teaching	Details of innovations, how and in what contexts they have been implemented (e.g. individual modules, course level, across difference courses, outside the university)	Student evaluation and feedback; examiner feedback; specific peer or external feedback
Contribute to the development of pedagogic practice and debate generally and/or in a relevant discipline area	Dissemination of pedagogic practice through outputs conference presentations, publications, case studies or other media	Output metrics such as citations, downloads, page views, etc.

| Make effective use of learning and teaching technologies (including the VLE) to support student engagement and learning | Details of how learning technologies are used and with what impact on student learning | Student evaluation and feedback, engagement metrics, specific external or peer feedback |

Category 2: Research and Scholarship

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 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

Category 3: Management and Administration

Activity	Evidence	Quality and/or Impact Indicators
Act in a coordinator role for e.g. admissions, examinations, research, quality assurance, teaching	Details of role to include period for which the role was undertaken	Examiner feedback; manager or peer feedback; details of how your time in the role has led to changes in your sphere of influence
Attend and contribute to School or cross-University subject groups, working groups, committees or other meetings	Details of contribution to include period of this contribution and the specific of your role	Details of how your contribution in the role has led to changes and developments; statement from chair/lead of group, committee, etc.
Advise others on strategic and operational matters such as student recruitment and marketing, course approval and review, inclusion and management of assessment	Details of advisory role to include period for which the role was undertaken	Changes in recruitment such as increased application numbers, success indicators, peer or manager feedback,

Contribute to internal quality assurance processes through participation in validation events, departmental reviews and other appropriate meetings	Details of contribution such as dates of validation meetings, specifics of QA role	Peer feedback; feedback from chair of panels or externals
Contribute to preparing annual evaluation and monitoring through data analysis, report writing and enhancement planning relating to courses	Details of contribution such as courses for which responsible	Peer and manager feedback
Undertake roles outside the University such as external examiner or external member of a validation or review panel	Details of the roles including time periods and organisation details	Feedback from organisations

Appendix 2 Evidence (Teaching Focused Contract)

Set out below are the range of 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 Promotion Panel will take into account other evidence and other indicators where these are deemed appropriate.

Category 1: Learning and Teaching

Activity	Evidence	Quality and/or Impact Indicators
Design and deliver teaching (either alone or as part of a team) across a range of modules or within a subject area, using appropriate teaching, learning support and assessment methods	Details of modules taught and of contribution to modules	Student satisfaction data; student evaluation and feedback; specific external examiner or advisor or peer feedback; awards or recognition. When citing student survey data or module evaluation results, please provide the % response rate
Set and assess assignments and examinations and provide developmental feedback to students in a timely fashion.	Details of activity including any innovations in assessment or feedback	Student evaluation and feedback; specific external examiner or advisor or peer feedback
Supervise student projects, field trips and where appropriate, placements or work-based learning	Details of activity such as number and specifics of projects, placement providers with whom you work (and perhaps how you have established and developed those relationships)	Student evaluation and feedback; peer feedback; feedback from placement or work-based learning providers; awards or recognition; student-led publications resulting from projects
Act as personal academic tutor, to provide purposeful academic guidance and developmental support for tutees	Details of activity, such as number of students and your approach to acting as a PAT	Student evaluation and feedback; specific external or peer feedback; awards or recognition

Act as a module leader	Details of module leadership roles	Student satisfaction data; student achievement data; student evaluation and feedback; peer feedback; awards or recognition
Act as a Course Leader	Details of course leadership roles	Student satisfaction data; student achievement data; student evaluation and feedback; peer feedback; awards or recognition
Contribute to the planning, design and development of existing and new courses	Details of course developments on which you have led or contributed and the nature of this development	Student numbers on new and existing courses to which the applicant has contributed; feedback from course development process; examiner feedback
Seek ways of improving performance by reflecting on teaching design and delivery and through analysis of student and peer feedback	Details of activity	Awards and recognition; student achievement data over time at module or course level
Consider, develop and implement innovative approaches to learning and teaching	Details of innovations, how and in what contexts they have been implemented (e.g. individual modules, course level, across difference courses, outside the university)	Student evaluation and feedback; examiner feedback; peer feedback
Make effective use of learning and teaching technologies (including the VLE) to support student engagement and learning	Details of how learning technologies are used and with what impact on student learning	Student evaluation and feedback, engagement metrics, specific external or peer feedback

Category 2: Scholarship and Professional Practice (including the Scholarship of Learning and Teaching)

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.

Category 3: Management and Administration

Activity	Evidence	Quality and/or Impact Indicators
Act in a coordinator role for e.g. admissions, examinations, research, quality assurance, teaching	Details of role to include period for which the role was undertaken	Examiner feedback; manager or peer feedback; details of how your time in the role has led to changes in your sphere of influence
Attend and contribute to School or cross-University subject groups, working groups, committees or other meetings	Details of contribution to include period of this contribution and the specific of your role	Details of how your contribution in the role has led to changes and developments; statement from chair/lead of group, committee, etc.
Advise others on strategic and operational matters such as student recruitment and marketing, course approval and review, inclusion and management of assessment	Details of advisory role to include period for which the role was undertaken	Changes in recruitment such as increased application numbers, success indicators, peer or manager feedback,
Contribute to internal quality assurance processes through participation in validation events, departmental reviews and other appropriate meetings	Details of contribution such as dates of validation meetings, specifics of QA role	Peer feedback; feedback from chair of panels or externals
Contribute to preparing annual evaluation and monitoring through data analysis, report	Details of contribution such as courses for which responsible	Peer and manager feedback

writing and enhancement planning relating to courses		
Undertake roles outside the University such as external examiner or external member of a validation or review panel	Details of the roles including time periods and organisation details	Feedback from organisations