

Promotion to Senior Professional Tutor Guidance (2024 Round)

Preamble

*This process will be run in 2024 only and is intended as an interim process until such time as the academic promotions review is in place in 24/25.

As a part of the University's commitment to staff career progression, Hope has would like to extend promotion opportunities, to Profession Tutors. This process has been designed to open up potential career paths for all academics coming to the University and anyone who meets the relevant criteria can apply for promotion. It is the University's goal to be as open and transparent as possible in order that all staff will know what the criteria for promotion are, be able to plan accordingly and be confident that applications will be judged fairly. In order to achieve this, all promotion panels are University-wide and of a senior level. Staff are informed of the criteria and have access to guidance on how to meet them. While Hope has established mechanisms designed to assist staff to meet the criteria, it is naturally the responsibility of the candidate to make the case that they have met the required level, which is outlined in this document.

These guidance notes are designed to support our open and transparent process relating to promotion to Senior Professional Tutor. They should be read in the context of the University's desire to see staff develop during the natural course of their academic career.

Exceptional Circumstances

Exceptionally it may be necessary to consider special cases for promotion at times other than the promotions cycle. This provision is not available as a route for late submissions. Special cases must be supported by the relevant Head of School, who should prepare a report, describing the exceptional circumstances, for the Rectorate team. If it is accepted that the case merits review outside of the normal annual cycle, consideration of the academic case for promotion will follow a procedure similar (except in timing) to that for the normal Promotions Review.

The Process

Applications for promotion to Senior Professional Tutor will be reviewed in the context of the guidelines that are set down in this document. The Panel that considers such applications is made up of:

1. A Chair, who will be a Pro Vice-Chancellor or higher;

2. A senior member of staff, normally a Head of School or Pro Vice-Chancellor;
3. Two members of staff who have expertise in, and understanding of, professional practice requirements;
4. One member of Hope's professoriate;
5. A member, or recent member, of Council;

Prior to the Panel meeting, the University will hold no less than two open briefing sessions for staff, to explain the process, outline general criteria and address specific questions from prospective applicants. The Personnel Department provides details on how and when the applications are to be received.

The Personnel Office (through its Director, Recruitment Manager or a HR Manager) will provide professional support and advice to the Panel.

The Chair of the Panel discusses the Panel's recommendations with the Vice-Chancellor, with whom the final decision lies.

Support Mechanisms: These guidelines are to be read in the context of the various support mechanisms in place at the University that Hope periodically advertises and, in particular, its extensive staff development programme.

Applicants will be informed of the decision in writing. In the case of an unsuccessful application, a member of the Promotions Panel and a member of the Personnel Department will be available to meet with the staff member to explain the reason for the decision that has been taken. This meeting will focus only on the broad categories and identify those general areas where the Panel took the view that there was need for further development. At the request of the candidate, a subsequent meeting with the Chair may be held to advise on how a subsequent application could be strengthened. The Head / Dean may be present at that meeting if the staff member so wishes. The relevant Head / Dean should take responsibility for providing more detailed guidance on how a future application may be strengthened. Should you request a feedback meeting, your written feedback will be sent prior to the verbal feedback meeting to enable individuals to prepare.

Appeals: You have the right to appeal should your application be unsuccessful. Any such appeal **must relate to the process** and there is no appeal against academic judgement. An appeal in relation to process would need to be submitted within 14 calendar days of receipt of the outcome letter. A further 7 days from the date of the feedback meeting will be permitted if a 'process' issue arises in the meeting.

Please be aware you must outline what aspect of the process, as outlined in this document, has not been followed and the exact grounds on which you base the appeal. All appeals will be considered by a member of Council who has not been involved in the promotion's procedure.

The Criteria

Role Profiles: Hope's agreed Role Profiles for Professional Tutor and Senior Professional Tutor outline exactly what the **minimum** expectations are of those fulfilling those roles. As a reading of those documents will make clear, promotion to Senior Professional Tutor means that the staff member will be expected to take on a number of new roles and be operating at a level that is higher than that of a Professional Tutor. In considering whether the staff member is ready and able to take on the new role, therefore, the Panel will need to be presented with clear evidence that the staff member:

1. Is already fully and effectively fulfilling the role of Professional Tutor, this will be done via the respective Head of School/Department's confirmation as part of the application process;
2. Shows clear signs, supported by hard evidence, of being able and willing to move to the new role of Senior Professional Tutor and to undertake the new responsibilities at the appropriate level;
3. Is already beginning to assume some roles appropriate to the new level, at least in some areas. Please note that this does not mean that you must already be operating fully at the higher level in order to be promoted. What the panel will be looking for is evidence that, if promoted, you would be able to assume the new role effectively. This potential should be based upon existing performance and roles and **be clearly documented** rather than solely aspirational.

It is recognised that a sufficient period of teaching in higher education should have elapsed to enable the candidate to provide the evidence that they meet the criteria for each of the three areas detailed below.

The fourteen areas outlined on the agreed Senior Professional Tutor Role Profile (the HERA format is adopted) inform the decision of the Promotions Panel. In order to be recommended for promotion to the higher level the staff member will need to be able to demonstrate that, if appointed, they have the proven capacity, willingness and ability to fulfil that new role.

The staff member will not be expected necessarily to perform all of the duties outlined on the Senior Professional Tutor Role Profile, but there must be clear sustained evidence of a very high degree of actual and/or potential fulfilment.

As a way of ordering the procedure and guiding the Panel's deliberations, the case for promotion is considered under three broad headings. These are

1. Learning and Teaching.
2. Scholarship and Professional Practice.

3. Wider contribution to the mission of the University, School and subject team.

Performance Review

Candidates will be expected to have successfully performed the duties outlined in their current role profile of Professional Tutor. For purposes of promotion this will be assessed by reference to their scholarly, teaching and other contribution to the Department or School as evidenced in the Academic Performance Framework.

The Basis of the Decision

In making its decision the Panel will consider the evidence relative to each of the three areas outlined above and will do so by framing the following two questions:

1. Is there sufficient, sustained **documented evidence** to demonstrate that the staff member has the capacity, willingness and ability fully to fulfil the new role if promoted?
2. Is there sufficient **evidence** that the staff member has begun to operate at the level appropriate to that of Senior Professional Tutor in at least some of the key areas identified in this document?

The requirement in order to be recommended for promotion is that question is answered in the affirmative in both cases when the evidence relating to all three areas (Learning and Teaching; Scholarship and Professional Practice; Wider contribution to the mission of the University) is considered. For all three headings the panel will take into account the currency, duration and frequency of the contributions and the scale and range of activities and achievements of the staff member to date.

As noted above, the starting assumption is that all staff are performing at a satisfactory level. What needs to be demonstrated in the application is that the staff member has the capacity, willingness and ability to progress to a higher level. That evidence should document and demonstrate that there is a significant level of depth in the three areas such that the Panel is confident that performance is above baseline satisfactory. Inevitably this requires the rounded judgement by the panel and cannot be tied to a simple 'tick box' approach.

All Professional Tutors are free to apply, provided they have successfully completed their probationary period or are not subject to formal capability processes. If, in the view of the Panel, the criteria are met they will be recommended for promotion. However, as is made clear in this documentation, an applicant should be able to demonstrate a level of depth in the documented evidence. **Applicants should be mindful to provide both context and evidence of impact, do not only list roles and duties, this does not provide substantial evidence of results or fulfilment.**

Potential applicants who are part-time or who for other reasons could not be expected to meet the criteria for promotion in terms of *quantity* of such evidence, for example those on maternity leave or have recently returned from such leave, are reminded that in such cases the University's policy is to consider the case on a pro-rata basis but to make no adjustment to the *quality* of what is required.

LEARNING AND TEACHING

Under this heading the panel will look for evidence of effective, enthusiastic and imaginative teaching. You should give details of your current teaching and your teaching over the course of the past two years (where applicable). **You are advised not simply to list the subjects** in which you have been teaching but rather to provide the Panel with sufficient evidence to indicate that you are a good quality and self-reflective pedagogue whose provision is well- received and leads to the enhancement of the student learning experience. Please note that the descriptors identified at **a), b) and c) are essential** for the promotion to Senior Professional Tutor. *Please note, with the exception of the essential criteria, the examples given below are not in any particular order, the individual must decide which examples best apply to them.*

Signs of a capacity, willingness and ability to fulfil the new role

There are a number of ways in which you can demonstrate that there are signs of a capacity, willingness and ability to fulfil the role of a Senior Professional Tutor in your teaching and learning. In order to assist you in constructing your application, however, the list below gives key examples of the kind of sustained evidence that you may wish to cite. These include:

- a) Playing an active role in Learning and Teaching staff development activities with evidence of peer observation of teaching in the specific area of expertise;
- b) Providing evidence of particularly good quality pedagogic practice which shows signs of being above that required for the post of Professional Tutor by being informed through an active engagement with the scholarship of teaching and learning;
- c) Fellowship of Advance HE or other appropriate national professional bodies.
- d) Leading a sub-community of practice or making a significant contribution to the CoP network.
- e) Evidence of Informed Reflective Practice using self-generated data to inform enhancement
- f) Significant evidence of leading Learning and Teaching on a scope and scale that

extends beyond their own practice.

- g) Significant contribution to Learning and Teaching Days.
- h) Significant contribution and examples of collaborating with colleagues, evidence of taking the lead in specific area of expertise, taking part with others in curriculum development and design, particularly as related to input of professional expertise.
- i) Seeking ways of improving own performance by reflecting on teaching and assessment design and facilitation of student learning by analysing feedback (from students and from colleagues) and determining improvements;
- j) Evidence of pedagogically sound course design and revision with some evidence of mentoring and coordination of colleagues;
- k) Evidence of a developing role in course innovation, improvement, planning and delivery which is underpinned by a deepening knowledge of how students learn;
- l) A role in supervising student projects, field trips and placements, or other authentic learning opportunities (such as problem-based learning);
- m) Evidence of papers / reports / presentations at national learning and teaching conferences such as the Advance HE, Improving Student Learning Symposium, or others of equivalent standing

Have extensive recent, relevant and significant practical experience in area of profession and be able to reflect that experience in teaching and in wider input into the University's provision

You are free to add any additional achievements to demonstrate a capacity, willingness and ability to take on the role of Senior Professional Tutor in your learning and teaching at Hope.

SCHOLARSHIP AND PROFESSIONAL PRACTICE

Scholarship and Professional Practice are required to be promoted to Senior Professional Tutor. All candidates must be able to show that they are engaged in scholarship and in subject / profession related projects, particularly as they are required to support teaching activities. Please note that the descriptors identified at **a), b) and c) are essential** for the promotion to Senior Professional Tutor. *Please note, with the exception of the essential criteria, the examples given below are not in any particular order, the individual must decide which examples best apply to them.*

Signs of a capacity, willingness and ability to fulfil the new role

There are a number of ways in which you can demonstrate that there are signs of a capacity, willingness and ability to fulfil the role of a Senior Professional Tutor in Scholarship and Professional Practice. In order to assist you in constructing your application, however, the list below gives key examples of the kind of evidence that you may wish to cite.

- a) taking responsibility and lead on identifying and approving placements and partnerships (successful in sourcing avenues for Hope students may undertake

- safe and high-level placements);
- b) Demonstrate sufficient experience and professional standing with examples of providing a high-level input into the professional aspects of a student's development, by having experience of leadership in the relevant profession and or a high-level awareness of the professional standards, policies and procedures that pertain;
 - c) Evidence of taking responsibility for overall subject-specific area of expertise within the University, for example by leading in an area of related professional studies / professional placements, examples should include how guidance has been provided to senior management to impact mechanisms or decision making;
 - d) Contribution to the research environment. This will mean at least one of:
 - i. Successful applications for funding and the successful submission of bid and grants;
 - ii. Running of a conference or colloquium to share scholarship or Professional Practice findings;
 - iii. Playing a significant part in an external subject specific scholarship network at a level commensurate with demonstration of influencing Hope's own environment;
 - iv. Publish or in other ways disseminate results of scholarly activity, for example by publishing book reviews, contributing to text books and/or other student-focused materials, contributing to a Hope community of practice on an aspect of learning and teaching theory, leading a subject-specific seminar in own area of expertise within subject team;
 - e) Evidence of the impact of how the individual's scholarship work or professional practice has had a demonstrable effect, change or benefit to; the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia (particularly in the area of subject-specific pedagogy / subject specialism);
 - f) Continually updating and disseminating knowledge and understanding in field or specialism;
 - g) Evidence of Liaising with relevant professional bodies, for example Ofsted, HCPC, CSP, BPS, SWE etc
 - h) Involvement, with others, in the organising of a conference or colloquium related to profession or subject area.

Candidates for promotion are reminded that 'the panel will take into account the currency, duration and frequency of the contributions and the scale and range of activities and achievements of the staff member to date' in assessing the staff member's application. (See above on part-time staff and others for whom a pro-rata body of evidence would be applicable).

WIDER CONTRIBUTION TO THE SUBJECT TEAM, SCHOOL AND UNIVERSITY

Senior Professional Tutors are expected to make a wider contribution to the mission and work of the University. In particular, a concern for the pastoral care and welfare of students is required of all staff at Liverpool Hope. Senior Professional Tutors are also expected to represent the University externally and to assist in the building of local, regional and national networks as appropriate. In addition, Senior Professional Tutors are required to play a full and effective part of a team and be able to co-ordinate the work of others in some areas. As more senior members of staff, they will contribute not only to the subject team but also begin to play a role in the wider work of the School.

Signs of a capacity, willingness and ability to fulfil the new role

As a Senior Professional Tutor there will be a requirement to contribute towards the mission of the University, engage in the wider work of the School and play a more significant role within a team. Evidence of potential to operate in this way and at this level might include elements from the list below. Please note that the descriptors identified at **a), b) and c) are essential** for the promotion to Senior Professional Tutor. *Please note, with the exception of the essential criteria, the examples given below are not in any particular order, the individual must decide which examples best apply to them.*

- a) Playing an active role in raising Hope's professional practice and/or teaching standards (for example by active participation, including leading, in Hope's staff development programme);
- b) Active and effective membership of Departmental and/or School and/or University Committees;
- c) Contributing to and leading on QAE processes such as the accreditation of courses, mentoring colleagues with less experience and advising on personal development in teaching and/or professional practice;
- d) Evidence of effective teamwork with the School / Department and examples of leading the team to achieve a positive outcome. Sustained demonstrable working, within a team, for example to achieve positive impact on student recruitment and or retention;
- e) Acting as a School academic advisor and responding to student needs showing sensitivity and awareness of personal issues where appropriate;
- f) Representing and promoting Hope's work and mission locally and more widely;
- g) Acting as a spokesperson on issues, for example in the media, in ways that both raise and enhance Hope's public profile;

- h) Taking a lead in a local project;
- i) Evidence of a developing role in coordinating the work of others as it relates to student support and well-being issues;
- j) Active membership of committees at regional and/or national level in area of subject or professional expertise;
- k) Evidence of taking a lead in mentoring and training staff who have less (or less up- to-date) professional experience in area of expertise. Undertaking a developing role by actively supporting and mentoring colleagues in development of their teaching and or assessment practice;
- l) Signs of ability to take on, if required, supervision of the work of others;
- m) Union representation and related activities.

You are free to add additional achievements to demonstrate a capacity, willingness and ability to take on the role of Senior Professional Tutor in your wider contribution to the mission of the University, School and subject team.

Application Process

All Applicants will need to complete an application form. Please note that the Application **may be no longer than five pages** and the font may be no smaller than point 12. **Each section is limited to a maximum of 750 words.** No appendices will be required from the applicant nor considered by the panel.

Evidence should be presented in a way which enables the Panel to understand how it relates to the case. Whatever type of evidence is used, it should be presented in a way which:

- Is clear and specific
- Is based on objective measures and outcomes, wherever that is appropriate
- Provides an honest picture rather than overstating the case
- Demonstrates a sustained approach and evidences achievement or clear impact of outcomes
- Is succinct

The examples provided under the criteria must not be regarded as a set of boxes to be ticked. Rather they offer an insight into the nature, level and breadth of impact of the achievements and contributions, and the form of the evidence needed to support them, that can give substance to the generic activities that are in the grade profiles.

Head of School's Commentary

The relevant Head of School/Department will be asked to comment on the application form via the Recruitment Manager to confirm if they support the application **at this time** once the form has been submitted.

Equality and Diversity Statement

Liverpool Hope University is committed to the principles of equality and diversity as well as the elimination of discriminatory practices. These principles apply to the treatment of all staff.

This guidance, together with any supporting procedures, will be implemented in a non-discriminatory manner. Members of the University administering the guidance are responsible for ensuring that in its application, those to whom the guidance applies, shall not receive less favourable treatment on grounds of sex, marital status, gender reassignment, racial group, disability, sexual orientation, religion or belief, age, socio-economic background, trade union membership, family circumstances, or any other irrelevant distinction.

As part of this commitment effective monitoring arrangements will be conducted during and after each promotion process to ensure that any potential adverse negative impacts for a particular group of staff that are identified are considered and where possible either removed or minimised. The monitoring arrangements will include quantitative and qualitative feedback and consultation with appropriate stakeholders.