THE NATIONAL FRAMEWORK AGREEMENT AT LIVERPOOL HOPE UNIVERSITY

(For implementation from 1st August 2006)

Third revised version: February 2014

In Partnership with:

CONTENTS

1.   INTRODUCTION

The National Framework Agreement sets out a structure to modernise pay and grading arrangements across the Higher Education sector. The implementation of the agreement has taken place through local negotiations and agreements that have placed a strong emphasis on partnership working with Liverpool Hope University and its recognised trade unions. These negotiations have taken place alongside a considerable amount of other related work, including the HERA job evaluation exercise, the results of which were used to develop the new grading structure.

The main features of the agreement are:

- The introduction of a 51 point single pay spine
- Determination of a new single grading structure at institutional level based on institution-wide job evaluation
- Access to staff development and review for all staff
- Progression between grades on an equitable and transparent basis
- Progression within grades to offer equal opportunities for all staff in each particular grade
- Rewarding experience and contribution, to be operated with demonstrable fairness, transparency and objectivity
- Harmonisation of the length of the standard working week for all staff at the same grade level and with a defined working week
- Attraction and retention premiums (market pay) to be provided where labour market conditions dictate
- Action to foster equal opportunities and to ensure the delivery of equal pay for work of equal value

Using the outcomes from HERA, a set of profiles will be produced for all roles at the University including those for academic staff for which the National Library of

Academic Role Profiles will form the basis and which will be developed in collaboration with the relevant union representatives.

In addition, the University is still in the process of carrying out job evaluation interviews with hourly paid staff and work on this will continue over the coming months. Once these interviews are completed, hourly paid staff will be assimilated onto the new pay spine and will be treated the same as any other full/part time member of staff in relation to pay, grading and terms and conditions (eg hourly paid lecturing staff will not be paid any lower than point 30 on the single pay spine). Further information in relation to this can be viewed in section 8 of this document.

This document contains the various policies and procedures which together form the basis of the National Framework Agreement at Liverpool Hope University

All parties accept that this Agreement does not affect the legal rights of individual members of staff to bring a claim under equal pay legislation if they so wish.

2.   HARMONISATION OF TERMS AND CONDITIONS

Liverpool Hope University has harmonised working hours for all staff and leave entitlement within support staff grade ranges. It is the intention of Liverpool Hope University to work in partnership with the representative unions outside of this agreement to annually assess and where reasonable and appropriate, to seek to enhance terms and conditions, including annual leave, which will make Liverpool Hope University an employer of choice. Any enhancements will be linked explicitly to the performance of the University.

Hours of Work
All staff at Liverpool Hope University work a 35 hour week

Annual Leave	
Non- Academic Staff Grades 1-7	25 days annual leave* Staff on these grades will be entitled to time off in lieu or payment for overtime worked above the standard 35 hour week
Non-Academic Staff Grades 8 and above	30 days annual leave Staff on these grades will not be entitled to payment or time off in lieu for overtime worked
Academic Staff	35 days annual leave Staff on these grades will not be entitled to payment or time off in lieu for overtime worked

* Staff on these grades who received 30 days holiday under the old grading structure will have their holidays protected if they are red circled from this initial assimilation and a review process will look at this after 4 years. Staff voluntarily applying for a post will receive the annual leave allocated to that grade.

Overtime Payments/Arrangements for Part Time Employees Weekend Hours*	
Grade 1	Overtime worked outside normal working hours paid at standard hourly rate up to 35 hours then at an enhanced rate of 1.5 times normal standard rate for hours above 35** For part time employees who are required by Liverpool Hope to work Saturday/Sunday <u>on a regular basis</u> an enhanced rate of 2 times normal standard rate will apply
Grades 2 to 7	All overtime paid at normal standard hourly rate up to 35 hours then at an enhanced rate of 1.5 times normal standards rate for hours above 35 *(ie. Staff working less than 35 hours will get additional hours at normal standard hourly rate for hours worked up to 35 then an enhanced rate of 1.5 times standard rate for hours worked over 35)* For part time employees who are required by Liverpool Hope to work Sunday <u>on a regular basis</u> an enhanced rate of 2 times normal rate will apply
Grade 8 and above	N/A

Notes:

*   Working arrangements for staff on 365 day shift patterns have not been included in this agreement and will be subject to future negotiations with the recognised unions following the HERA and Framework Agreement principles

**   Overtime payments can be taken as either pay or time off in lieu

***   Enhanced rate = one and a half times normal standard rate for overtime worked Monday to Sunday and two times normal standard rate for <u>regular</u> overtime worked on Sunday.

Harmonisation of Increments

Increment award dates will be harmonised to 1 August by 1 August 2007. Those staff who would have received an increment on 1 September 2006 will receive their increment one month earlier backdated to 1 August 2006 (Academic Staff). For staff

who received an increment an 1 April 2006 and would have been eligible for a further increment on 1 April 2007, their next increment will be paid on 1 August 2007, but they will receive a one-off payment from 1April 2007 equivalent to one third of the value of the increment (at 1 February 2007 pay rates).

3.   NEW GRADING STRUCTURE

The new grading structure has been designed to recognise and reward the contribution that all staff make to the success of the University. Grade boundaries have been set taking into account the necessary knowledge and experience staff are expected to develop over time in each grade (see below) and in some cases minimum points have been removed from the bottom of grades providing higher starting salaries.

It has been agreed that the issue of 'contribution' will be looked at following implementation of this agreement The deadline agreed by Hope and the recognised Unions for an agreement on how contribution pay will be implemented will be August 2007 . Contribution points are, therefore, not included in the New Grading Structure.

Future Annual Pay decisions that go beyond those confirmed by the recent national pay negotiations will be subject to further agreement.

LENGTH OF SERVICE RELATED PROGRESSION- SINGLE PAY SPINE 2006

Under the Age Discrimination Regulations 2006, pay structures that are based on automatic length of service entitlements up to five years are exempt from the legislation, as it will be lawful to base differences in pay and benefits on length of service , for a period of five years in all cases. This applies to all grades with six pay points where progression is annual (ie a minimum point and five additional points paid annually).

Beyond five years' service, additional pay points are justifiable where the test of encouraging loyalty, motivation or rewarding/ recognising experience is met. Case law will test what is justifiable in practice.

In situations where there are more than six grade points:

- Hope will ensure that this will apply equally to all staff in each particular grade in a fair, transparent and objective manner

- Hope will ensure that the reasons for allowing progression beyond six grade points within a grade will be clearly related to institutional objectives, such as reward competencies and activities likely to contribute to the future success of Hope. This could include developing research activity over a longer period of time that can contribute to the RAE or management competencies that can contribute to the efficiency and effectiveness of Hope

- Hope will monitor employee opinion regarding length of service related progression through the single pay spine through exit interviews

- Hope will develop measures to assess employee turnover and employee stability in relation to age and service related benefits

- Hope will review progression criteria within grades in partnership with trades union representatives in relation to length of service and/or on assessment of employee contribution.

HERA POINTS	Grade	Spine Point	Salary from August 2005	Salary from August 2006	Salary from February 2007
	Not Used	1	11,060	11,575	11,691
	1	2	11,377	11,892	12,011
1 - 215	1	3	11,703	12,218	12,340
	2	4	11,989	12,504	12,629
	2	5	12,335	12,850	12,979
	2	6	12,692	13,207	13,339
	2	7	13,009	13,524	13,659
216 - 230	2	8	13,387	13,902	14,041
	3	9	13,778	14,293	14,436
	3	10	14,192	14,707	14,854
	3	11	14,618	15,133	15,284
	3	12	15,056	15,571	15,727
231-268	3	13	15,508	16,023	16,183
	4	14	15,973	16,488	16,653
	4	15	16,452	16,967	17,137
	4	16	16,946	17,461	17,636
	4	17	17,454	17,978	18,157
269-355	4	18	17,978	18,517	18,703
	5	19	18,517	19,073	19,263
	5	20	19,093	19,666	19,862
	5	21	19,645	20,234	20,437
	5	22	20,235	20,842	21,050
356 - 420	5	23	20,842	21,467	21,682
	6	24	21,467	22,111	22,332
	6	25	22,111	22,774	23,002
	6	26	22,774	23,457	23,692
	6	27	23,457	24,161	24,402
	6	28	24,161	24,886	25,135
421 - 520	6	29	24,886	25,633	25,889
	7	30	25,633	26,402	26,666
	7	31	26,401	27,193	27,465
	7	32	27,194	28,010	28,290
	7	33	28,009	28,849	29,138
	7	34	28,850	29,716	30,013
	7	35	29,715	30,606	30,913
521 - 600	7	36	30,607	31,525	31,840
	8	37	31,525	32,471	32,795
	8	38	32,490	33,465	33,799
	8	39	33,445	34,448	34,793
	8	40	34,448	35,481	35,836
	8	41	35,482	36,546	36,912
	8	42	36,546	37,642	38,019
601 - 700	8	43	37,643	38,772	39,160
	9	44	38,772	39,935	40,335
	9	45	39,935	41,133	41,544
	9	46	41,133	42,367	42,791
	9	47	42,367	43,638	44,074
	9	48	43,638	44,947	45,397
701 - 770	9	49	44,947	46,295	46,758
	10	50	46,296	47,685	48,162
771 - 800	10	51	47,685	49,116	49,607

4.   ASSIMILATION OF STAFF TO NEW PAY STRUCTURES

The aim of this policy is to ensure that procedures for assimilation to new pay scales are transparent and that all staff understand how this will be facilitated. Assimilation will depend on how an individual's current substantive salary relates to the pay range for the grade of their present post as that grade has been determined following job evaluation.

Where current pay **matches** pay for grade:

- The individual will be paid at the point on the new spine equal to or immediately above their current pay; and
- The individual's grade will be confirmed

Green Circling

Where current pay is **lower** than pay for grade:

The individual is promoted to the appropriate higher grade and is paid at the bottom of the pay range for that grade, or

By agreement between the individual and management, the responsibilities of the post will be reduced such that (following re-evaluation of the post) the grading of the post is reduced; or

By agreement between the individual and management, the individual moves to a post as the lower grade.

Red Circling

Where current pay is **higher** than pay for grade, every effort will be made by agreement with the individual and management to:

- Increase the responsibilities of the post such that (following re-evaluation of the post) the grading of the post is increased; or
- Move the individual to a post at a higher grade if an appropriate one becomes available, and in the interim is offered a range of training and development opportunities to maximize his/her chances of an agreed move to a post at a higher grade

    However, if the above two options are not possible then:
- The individual continues at their current pay level on a protected basis until the pay for grade is greater or equal to current pay or until the end of the agreed time period of 4 years

- NB: Where staff are approaching retirement from their post discretionary arrangements may be applied in agreement between the line manager, individual and, if requested, trade union representative.

All reasonable efforts will be made to assist individuals with their career development. This support will be provided via an appropriate development plan that will set personal objectives and targets to support realistic career aspirations to enable individuals to apply for appropriate alternative roles if the opportunity arises in the future. The development plan will identify appropriate and relevant development activities. The plan will be reviewed initially after 6 months and then be integrated into Hope's performance review process.

5.   THE APPEALS PROCEDURE

1.   MANAGING CONFLICTS BETWEEN ROLE HOLDERS AND LINE MANAGERS

During the verification process, duties or responsibilities stated by a Role Holder may be disputed by their Line Manager.

Highlighting Statement

- If the Line Manager disputes a piece of evidence in the Written Record the Record is returned with the statement:

  'Highlighted information reflects the view of the Line Manager where it differs from that expressed by the Role Holder at interview.'

- Disputed evidence is highlighted and accompanied with the following statement:

  'The Line Manager does not recognise this as a requirement of the role.'

- A further meeting is then arranged with the Role Holder and the Line Manager to review the evidence and resolve the dispute

- Once agreement is reached on ongoing responsibilities, the Role Profile can be amended as appropriate and analysed accordingly.

2.   MANAGING DISPUTES BETWEEN ROLE HOLDERS OR REVIEWING MANAGERS AND THE HERA ROLE ANALYST

During the verification process, the Role Holder or Line Manager may disagree with the placing of evidence against statements (questions).

'Agree to Disagree' Procedure

- If the Analyst's interpretation is not accepted by the Role Holder or Reviewing Manager, the evidence in question is acknowledged as an '**unresolved issue**' and formally noted on file.

- A letter is sent to the Role Holder and Line Manager outlining the unresolved issues and emphasising the following statement:

> **'All unresolved issues have been acknowledged and formally recorded on file. You will have an opportunity to revisit these issues at a later stage in the process.'**

- Once the grading outcome is released, Role Holders may instigate an appeal on the basis of unresolved issues.

3.   MANAGING DISPUTES BETWEEN ROLE HOLDERS

During the verification process, it may become apparent that two or more Role Holders are claiming responsibility for the same evidence.

"Pink Sheet" Approach

- The issue is outlined on the Pink Sheet (simply a pink sheet of paper!) and returned to the Line Manager, together with the Role Profile, prior to the validation meeting.

- The Pink Sheet alerts the Line Manager to potential conflicts and informs the 'agenda' for the validation meeting.

- Once agreement has been reached on ongoing responsibilities, the Role Profile can be amended as appropriate and analysed accordingly.

4.   THE APPEALS PROCEDURE (PART ONE)
REVIEW APPEAL MEETING

Review Process

- On notification of intent to appeal, the Role Holder is provided with the HERA responses associated with their role and a copy of the Appeals Procedure or the generic role profile for Academic staff.

- The Role Holder submits their points of appeal in writing to the relevant HR Adviser.

- The Appeal must be based on one of the following grounds:

  - that an agreed aspect of the role is not fully reflected in the analysis

- the job content has significantly changed since the date of the last evaluation

- the role holder disagrees with the grade to which the role has been assigned

- Any submission based on the second criterion is fed into the Annual Review process for re-grading.

- The HR Adviser checks, against the set criteria, that the appeal meets the criteria and advises appellant of the grounds for the appeal. A Review Appeal meeting is set up between the Role Holder, Line Manager, HERA Analyst/HR Adviser and Trade Union representative, as appropriate. For Academic Staff who have been matched against the generic role profiles a brief report will be provided prior to the meeting that outlines the reasoning for such a match.

- Points of appeal are explored at the meeting and further information is gathered and clarified.

- Points of appeal may be upheld as a result of this meeting, or the Role Holder may decide to withdraw the submission

- At the review Appeal meeting a decision to agree to re-evaluate the role or match the role for Academic Staff against the generic profile can take place if all the parties agree.

- For appeal meetings of Academic Staff if the Dean agrees that the original match against the profile is deemed as being incorrect he/she will write a report identifying this and outline the reasons for recommending the new grade. This report should be forwarded to the Assistant Vice Chancellor Research and Academic Development for approval. Subject to approval the new grade will be confirmed.

- If unresolved issues remain after the review appeal meeting a panel can be convened. This option is also available for Academic staff if the Assistant Vice Chancellor does not approve the recommendation of a new grade from the appropriate Dean.

5. THE APPEALS PROCEDURE (PART TWO)
APPEALS PANEL

Appeals Panel Process

- If a Role Holder disputes the outcome of a review Appeal meeting, a panel should be convened.

- A pool of appeal panellists should be selected from a cross-section of the community and trained in the use of HERA.

- The panellists should be offered regular refresher training to maintain their skills.

- When convening a panel, panellists should be carefully selected to prevent any conflict of interest. An appellant may object, for declared reasons, to the inclusion of a particular panel member

- The Appellant and Trade Union representative (if relevant) have the right to object to a selected panellist on the grounds of conflict of interest.

- The panel should comprise of an equal representation of panellists e.g. one of Trade Union representative, one manager and a chairperson.

- Wherever possible the Trade Union representative should be drawn from the same Trade Union as the Appellant.

- A HERA Analyst should be available to provide technical guidance to the panel but does not have any decision-making authority.

6. THE APPEALS PROCEDURE (GRIEVANCE)

A Role Holder may dispute the outcome of the Appeal.

- The decision of the panel is final.

- Appellants have recourse to the Grievance Procedure on the grounds that the Appeals procedure was incorrectly followed.

- The Grievance will not consider the validity of the panel's decision or any other technical points.

Guidelines to HERA Review & Appeals Policy

Liverpool Hope is committed to offering a fair and transparent Job Evaluation scheme. However, if a Role Holder feels that they have an issue with regard to their HERA experience they should refer to the HERA Review & Appeals Policy and Guidelines.

The HERA Steering Group have agree that the following Guidelines must be observed whenever the Review & Appeals Policy is put into action. On convening a panel (and at any stage of the Policy) all

panel members should receive a copy of both the Policy and the Guidelines. The Guidelines provide the detail for the implementation of the Policy and should be adhered to on all occasions. The effectiveness of the procedure will be closely monitored and reviewed regularly to ensure its fairness and transparency.

Each stage will proceed in the following manner:

1. MANAGING CONFLICTS BETWEEN ROLE HOLDERS AND LINE MANAGERS

During the verification process, duties or responsibilities stated by a Role Holder may be disputed by their Line Manager. Should this be the case, the Role Holder and Line Manager need to meet to review the evidence and attempt to resolve the dispute. If required, either party could ask a Role Analyst to give HERA advice only, but ultimately agreement needs to be reached by the Line Manger and Role Holder.

2. MANAGING DISPUTES BETWEEN ROLE HOLDERS OR REVIEWING MANAGERS AND THE HERA ROLE ANALYST

During the verification process, the Role Holder or Line Manager may disagree with the placing of evidence against statements (questions). If this should happen, an 'Agree to Disagree' note is put on file. This enables the Role Holder to instigate an Appeal at a later stage based on the unresolved issue (if they disagree with their grading).

3. MANAGING DISPUTES BETWEEN ROLE HOLDERS

During the verification process, it may become apparent that two or more Role Holders are claiming responsibility for the same evidence. Within generic roles it may be the case that two or more Role Holders have responsibility for the same tasks, however, these guidelines refer to when two people in different roles claiming responsibility for the same task e.g. a Manager and an Administrator claiming overall responsibility for a budget. In this instance a pink sheet (simply a pink sheet of paper) is added to the Interview Record and returned to the Manager to make him/her aware of the situation. The Manager then meets with both Role Holders to clarify which Role Holder actually holds responsibility for the task in question.

4. THE APPEALS PROCEDURE (PART ONE) REVIEW APPEAL MEETING

The Review Stage is an attempt to resolve the issues without having to trigger the formal Appeals process and panel.

At the Pre-review stage, a Role Holder must submit their Appeal, in writing, to the relevant HR Advisor, based on one of the following grounds:

1. that an agreed aspect of the role is not fully reflected in the analysis
2. the job content has significantly changed since the date of the last evaluation
3. the Role Holder disagrees with the grade to which the role has been assigned

On these grounds, a part one Review-Appeal meeting is set up between the Role Holder, Line Manager, HERA Analyst and Trade Union representative, as appropriate, to explore the points of Appeal. The outcome of this meeting may be:

- the points of Appeal are upheld
- the Role Holder may decide to withdraw the submission.

At the Review Appeal meeting a decision to agree to re-evaluate the role can take place if all the parties agree. This can be via a re-scoring of the role or against an appropriate generic role profile.

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If unresolved issues remain, an Appeal Panel is convened

THE APPEALS PROCEDURE (PART TWO) APPEALS PANEL

If a Role Holder disputes the outcome of the review appeal meeting, a panel should be convened, based on the following:

- *A pool of Appeal panellists should be selected from a cross-section of the community and trained in the use of HERA.*
- *The panellists should be offered regular refresher training to maintain their skills.*
- *When convening a panel, panellists should be carefully selected to prevent any conflict of interest. The panel should comprise an equal representation of panellists e.g. one Trade Union representative, one Manager, and a Chairperson. Therefore, the following should be included:*

  - *There should always be a Trade Union member on the panel, and wherever possible, this should be from the Appellant's Trade Union.*
  - *The Trade Union member would be nominated by the Trade Unions.*
  - *The member of Management would be nominated by Liverpool Hope's Management.*
  - *The Director of HR will act as the Chair for Support Staff appeals.*
  - *For Academic Appeals the Assistant Vice Chancellor Research and Academic Development will act as Chair except in circumstances when a recommendation by the Dean has been declined by the AVC at stage one of the process. In this situation either Professor Sullivan or Dr. Ian Vandewalle will chair the panel.*
  - *The Role Analyst, will provide technical advice. However, the Role Analyst has no decision-making authority, and will only intervene on technical points relating to the HERA analysis.*

An Appellant may object, for declared reasons, to the inclusion of a particular panel member. Also, the Appellant and Trade Union representative (if relevant) have the right to object to a selected panellist on the grounds of conflict of interest.

4.   THE APPEALS PROCEDURE (GRIEVANCE)

Following Appeal, the decision of the panel is final and Appellants only have recourse to the Grievance Procedure on the grounds that the Appeals procedure was incorrectly followed.   The Grievance will not consider the validity of the panel's decision or any other technical points.

Notes

Representatives
At all stages Appellants have the right to the support of a Trade Union representative (if a member) or a friend/colleague if preferred.

For non-Trade Union members who are Appellants, the Trade Union representative on the panel should, preferably, be someone who represents members at a similar grade to the Appellant.

Appellants must Appeal, in writing, within 21 days of receipt of notification of allocated grade, to the relevant HR Advisor. The HR Advisor will confirm date of the Pre-review/ appeal, normally not less than 10 working days after notification of intention to Appeal[1]

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[1] This part of the process will not be relevant to Appeals that take place after the initial HERA implementation due to the significant anticipated numbers of staff that may appeal. However all attempts to expedite the process will take place.

6. PROCEDURES FOR PROGRESSION BETWEEN GRADES

6.1 PROCEDURE FOR SUBMITTING AN APPLICATION FOR RE-GRADING – SUPPORT STAFF

Support staff wishing to be re-graded must be able to demonstrate that the role they will be performing in future is different in kind to their current role or that new responsibilities have been added. An increased workload within the existing responsibilities already associated with the role should not be regarded as new responsibilities.

A new job description will therefore be the starting point for a re-grading application, as the employee and the line manager must be satisfied that the role includes new responsibilities in addition to those undertaken previously. If no such agreement is possible, the employee will have the right of appeal.

Any individual application for re-grading will, in addition, be given a HERA job evaluation interview. This will be signed off by the employee and their line manager, and scored and validated before being sent to the Re-grading Panel for consideration. This process follows the procedure for HERA evaluations and includes a mechanism for appeal against the HERA score. In order to be re-graded, the HERA validated score must fit within the desired grade.

In addition to the HERA score, the applicant must provide evidence in co-operation with the Dean/Head of Department that they are performing at the level required by the grade being applied for.

A Re-grading Panel will consider each application in the light of the HERA score and representations regarding the individual's performance from the Dean/Head of Department. The relevant HR Adviser will write to the individual with the outcome of the application.

A post will not be considered for re-grading within a year of application unless there is a significant change of duties or widespread restructuring in the area to which it applies.

6.2   PROMOTION CRITERIA FOR ACADEMIC STAFF

(Please see attached Appendices at the end of this document)

7.   POLICY ON PAYMENT OF MARKET PREMIUMS

Introduction

All jobs at the university have been analysed using the HERA job evaluation scheme in order to ensure equal pay for work of equal value and all salaries are paid in accordance with the results of job evaluation and linked to the current grading scheme.   It is recognised, however, that external labour market conditions can produce a situation whereby staff with scarce skills and expertise can command higher salaries than the maximum dictated by the current grading scheme. In these exceptional circumstances, consideration will be given to the introduction of market premiums to a specific role or roles, provided the following conditions are satisfied:

1.   The business need for each supplement must be demonstrated and recruitment and retention issues cannot be better addressed by other means (for example, by providing training to existing members of staff)

2.   There is clear objective evidence (other than a belief) of a pattern of acute recurring difficulties in recruiting and /or retaining staff in the specific area. This evidence to be drawn from benchmark salaries produced by the IDS Pay Benchmarking Service, the UCEA salary survey or via other appropriate means or by demonstrating that the role has been advertised extensively using a variety of media (eg local/national press, internet, recruitment agency, trade press etc)

The Process

Deans/Heads of Department must apply to a group (composition to be agreed) for agreement that a market premium can be made. The group, with assistance from the relevant HR Adviser, will then:

- Fix an appropriate level specific to the role based on the relevant market information. This information to be kept on file for future reference.
- Stipulate the period over which the premium will be paid (normally three years)

- Confirm the arrangements for review (which must be annual)
- Include all the above in the individual contract of employment

Review

Continuation of individual supplements will be reviewed in advance of their expiry to assess the case for preserving, amending or withdrawing them. The role holders will be informed that a review is taking place. If the premiums are to be withdrawn, the University will normally give six months' notice in writing and confirm how the phased reduction will be managed.

As part of a regular equal pay review process, the Director of HR, in conjunction with the Equal Opportunities Committee, will monitor recruitment and retention activity and the groups to whom premiums are paid and will report annually on any trends and actions necessary.

8.   Hourly Paid Lecturing Staff

The University is keen to make progress and work in partnership with the recognised academic union UCU to consider and clarify its approach to engaging part-time hourly paid lecturing and teaching staff at Hope, such that they are engaged and remunerated on a fair and transparent basis in line with spirit of the Framework Agreement.

Liverpool Hope University hourly paid lecturing staff are those staff who undertake the range of requirements within the Lecturer role profile including the delivery of teaching along with all work in connection with teaching such as preparation for teaching, setting and marking of projects and assignments, setting and marking of examinations, supervision of examinations, completion of registers, provision of data and related course administration, and keeping up-to-date with knowledge of the subject.

The University only employs hourly paid lecturing staff to cover for temporary staff absences or for temporary increases in workload or other temporary occasions.

The rate of pay for part-time hourly paid lecturers will conform with equal pay principles and will be determined following the JNCHES national guidance on Pay for Part-time Hourly Paid Lecturers in Post 1992 Institutions (March 2004).

Role analysis/job evaluation using the HERA scheme will be used to determine the appropriate salary grade for hourly-paid lecturing staff. It is the normal expectation of the University that part-time hourly paid lecturing staff who fulfil the requirements of the duties outlined above will match to the University's Lecturer role profile (Grade 7). This would normally provide for a minimum assimilation point at the bottom of Grade 7 on the University's pay and grading structure. Hourly paid Lecturers will be entitled to receive incremental increases comparable with other Lecturers at the University.

Where for any reason this normal expectation is not met, pay will be determined in line with equal pay principles of this Agreement.

Once the proper pay grade is identified, the standard weekly hours for posts in that pay grade will be used to calculate the hourly rate from the annual full-time salary for the grade. Liverpool Hope University will use the "comprehensive hourly rate" as set out in the national JNCHES guidance taking account of the various teaching and non-teaching requirements of the hourly paid lecturing role.

Liverpool Hope University will convert subject to demand length of service and financial considerations etc hourly paid Lecturers who will perform a .4 FTE role.[2] The assessment will be done prior to the beginning of a new academic year. There will be a one off assimilation exercise for conversion. Subsequent to this any new

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[2] This threshold will be reviewed with Hope management and UCU to ensure it is appropriate and has not been set to high.

role may involve a recruitment and selection process. Individuals assimilated or recruited into the role will have a probationary period in line with other new Lecturing staff. A full policy and procedure will be drafted in consultation with UCU at Liverpool Hope.

Review and Signatures

This policy will be subject to review by all parties 12 months from the implementation date of 1st August 2006.

Signed:

.... (on behalf of Liverpool Hope University)

.... (on behalf of T&G)

.... (on behalf of UNISON)

.... (on behalf of UCU)

APPENDICES

Appendix One: Promotion to Senior Lecturer
(Revised form: 7 November 2006)

Preamble

Liverpool Hope seeks to make promotions opportunities available to all and to this end three years ago introduced a transparent and open process relating to promotion to Senior Lecturer. This policy has been designed to open up career paths for all academics coming to the University and anyone who meets the relevant criteria can apply for promotion. Liverpool Hope does not have a cap on the number of persons who may be promoted. If the criteria are met, the promotion is recommended. 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 promotions panels are University-wide and of a senior level. Staff are fully informed of the criteria and have access to guidance on how to meet them. Hope has also established mechanisms designed to assist staff to meet the criteria. Hope wishes to hold no-one back. It is Hope's expectation and desire that all lecturers become senior lecturers. This is in the clear interests of a University that wishes to become known for the quality of its teaching and research. However, the criteria for promotion must in all cases be met and it is the staff members' responsibility to work towards that objective.

A. The Process

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

1. A chair, who will be of Professorial rank
2. The Assistant Vice-Chancellor (Research and Academic Development)
3. The Dean of Teaching and Learning
4. A member of Council, if possible the Chair
5. A senior member of the Human Resources team

Prior to the Panel meeting, the Chair will hold no less than two open briefing sessions for staff, to explain the criteria and address specific questions from prospective applicants. Potential candidates may also approach any member of the Panel on particular issues (for example the AVC for research-related questions or the Dean of Teaching and Learning for teaching-related questions). Human Resources provide details on how and when the applications are to be received and of the

requirement to supply the names of persons, one of whom should be the relevant Dean, who are able to comment on the suitability of candidates to undertake the new role.

PDP: Staff who would like to apply for promotion to Senior Lecturer Grade are also invited to approach their Dean at any time (a good guideline is approximately two years before the anticipated application) to draw up a personal development plan focused on the promotions criteria. The AVC (RAD), the Chair of the Promotions Panel and the Dean of Teaching and Learning are all very willing to be involved in advising on the development of that plan.

Support Mechanisms: This policy is to be read in the context of the various support mechanisms that are set out in the Scholarship and Research Plan (for example the invitation to all staff to apply for recognised researcher status and initiatives such as the 'Newer Researcher Fellowship' that Hope advertises each year). The AVC (RAD) is available for discussion on these and other issues relating to the support of research activity. The Dean of Teaching and Learning is able to advise on mechanisms designed to support staff in their development in this area.

Following each round the chair will convene a meeting to reflect upon the process and to suggest improvements to it. Union representation at that meeting is invited.

In the case of an unsuccessful application, the Chair of the Promotions Panel and a member of Human Resources will meet with the staff member to explain the reason for the decision that has been taken and advise on how a subsequent application could be strengthened. The Dean or other senior line manager may be present at that meeting if the staff member so wishes.

Appeals: All appeals are considered by the Vice-Chancellor and Rector.

B. The Criteria

Role Profiles: Hope's agreed Role Profiles for Lecturer and Senior Lecturer outline exactly what the expectations are of those fulfilling those roles. As a reading of those documents will make clear, promotion to Senior Lecturer 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 Lecturer. 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:

- Is already fully and effectively fulfilling the role of Lecturer.
- Shows clear signs of being able and willing to move to the new role of Senior Lecturer
- Is already beginning to assume some roles appropriate to the new level

The fourteen areas outlined on the agreed Senior Lecturer 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, he or she has the proven capacity, willingness and ability to fulfil that new role with at least a 75% fit. This means that the staff member will not be expected necessarily to perform all of the duties outlined on the Senior Lecturer Role Profile, but there must be clear evidence of a very high degree of actual and/or potential fulfilment.

There are, however, two key areas that in *all* cases must be met if promotion is to be recommended. These are so central to the role of a senior lecturer that any deficiency in these areas cannot be compensated for by excelling in others. The two areas are:

- Teaching and Learning
- Research and Scholarship

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

1. Teaching and Learning
2. Scholarship and Research
3. Wider contribution to the subject team and Deanery
4. Wider contribution to the mission of the University

The Basis of the Decision

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

a) Is the staff member already fully and effectively fulfilling the role of Lecturer (as outlined in the agreed Role Profile)?
b) Is there evidence to demonstrate that the staff member has begun to operate at the level appropriate to that of Senior Lecturer (as outlined on the agreed Role Profile) in at least some areas and has the capacity, willingness and ability to fulfil the new role fully if promoted?

The minimum requirement in order to be recommended for promotion is that question a) is answered in the affirmative in all cases and that question b) is answered in the affirmative in areas 1-2 and at least one other area. This would give the required 75% minimum fit. Hence a minimum profile of an applicant who would be recommended for promotion would be

Either:

	Qa	Qb
Teaching and Learning	Yes	Yes
Scholarship and Research	Yes	Yes
Wider contribution to the subject team and	Yes	Yes

Deanery		
Wider contribution to the mission of the University	Yes	No

Or:

	Q1	Q2
Teaching and Learning	Yes	Yes
Scholarship and Research	Yes	Yes
Wider contribution to the subject team and Deanery	Yes	No
Wider contribution to the mission of the University	Yes	Yes

For all four headings the panel will take into account the duration and frequency of the contributions and the scale and range of activities and achievements of the staff member to date. All staff are free to apply at any time and if, in the view of the Panel, the criteria are met they will be recommended for promotion. However, a person would normally need to have been in higher education (or have experience in another sector directly relevant to the post of Senior Lecturer) for at least five years in order to accumulate the necessary evidence to enable the Panel to consider the case for promotion to Senior Lecturer.

1. Teaching and Learning

Under this heading the panel will look for evidence of effective, enthusiastic and imaginative teaching. You should give details of modules you currently teach and those you have taught in the past two years (where applicable). Please indicate which other modules you are qualified, equipped and willing to teach. You are advised not simply to list the modules, but to provide the Panel with sufficient evidence to indicate that your modules are effectively taught and well-received.

1.i Evidence of full and effective fulfilment of present role (= Question A)

There are a number of ways in which you can demonstrate that you are already making a full and effective contribution to teaching and learning in your present role. In order to assist you in constructing your application, however, the list below gives some examples of the kind of evidence that you may wish to cite. The list is not exhaustive and if you believe that there are other things that help your case please be sure to include them. You are advised to provide the Panel with solid evidence for any claims that are made. Such evidence may relate to

1. Membership of the HE Academy or other appropriate national professional bodies.
2. Working with others to design teaching material
3. Working with others to improve learning materials based upon feedback from students
4. Teaching effectively both in small groups and larger groups of students
5. Developing learning resources for students

6. Assessment of and feedback to students
7. Challenging thinking, fostering debate and developing ability of students to engage in critical discourse and rational thinking.
8. Strategies developed for supporting student learning
9. Module evaluation
10. Peer evaluation of teaching
11. Proficient use of E-learning and VLEs
12. Contribution to developments in teaching and learning strategies
13. Use of a range of delivery techniques to enthuse and engage students

1.ii Signs of a capacity, willingness and ability to fulfil the new role (= Question B)

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 Lecturer in your teaching and learning. In order to assist you in constructing your application, however, the list below gives some examples of the kind of evidence that you may wish to cite. These include:

a) Providing evidence of particularly good quality pedagogic practice which shows signs of being above that required for the post of Lecturer.
b) Seeking ways of improving own performance by reflecting on teaching design and delivery and obtaining and analysing feedback and determining improvements.
c) Evidence of module design and revision with some evidence of mentoring and coordination of colleagues.
d) Signs of a developing role in working with senior staff to mentor and coordinate the work of less experienced colleagues as it relates to their teaching and learning work
e) Evidence of a developing role in course innovation, improvement, planning and delivery
f) Supervising student projects, fieldtrips and, where appropriate, placements.
g) A developing role in supervising student projects, field trips and placements.
h) Where appropriate and the opportunity exists, supervising, with the assistance of others, the work of postgraduate students.

The above are not absolute requirements. They are illustrative and you are free to add any additional achievements to demonstrate both your proven effectiveness as a Lecturer and a capacity, willingness and ability to take on the role of Senior Lecturer in your teaching and learning at Hope. However, *all candidates* for promotion do need to provide evidence that they are willing and able to operate at the higher level in this area if promotion is to be recommended.

2. Scholarship and Research

Scholarship and research (as defined in the Scholarship and Research Development Plan) are required to be promoted to Senior Lecturer. All candidates must be able to show that they are engaged in scholarship and individual and/or collaborative research projects, particularly as they are required to support teaching activities.

2.i Evidence of full and effective fulfilment of present role (= Question A)

There are a number of ways in which you can demonstrate that you are making a full and effective contribution in your present role in the area of scholarship and research.   In order to assist you in constructing your application, however, the list below gives some examples of the kind of evidence that you may wish to cite. The list is not exhaustive and if you believe that there are other things that help your case please include them.

a) Writing up research work for publication
b) Actively participating in scholarly activity and research (e.g. preparing papers for delivery at a Hope research group or other research forums)
c) Ensuring that teaching materials remain current and reflect recent research in the subject area
d) Participating in one of Liverpool Hope's research groups
e) Participating in one of Liverpool Hope's research seminar series
f) The writing of book reviews for academic journals
g) Developing research objectives, projects and proposals
h) Contributions to textbooks in the subject area
i) Surveys/overviews of material that do not constitute original research; for example, most types of dictionary articles, review articles, and some types of databases
j) In some cases consultancy, where it can be demonstrated that this is clearly research/scholarship-informed.

2.ii Signs of a capacity, willingness and ability to fulfil the new role (= Question B)

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 Lecturer in Scholarship and Research. In order to assist you in constructing your application, however, the list below gives some examples of the kind of evidence that you may wish to cite. Candidates need not be able to cite evidence for all of the below, but should consult Liverpool Hope's Senior Lecturer Role Profile, which gives a clear sense of minimum requirements.

a) Engaging in subject, pedagogic and practitioner research particularly as required to support teaching activities
b) Conducting and publishing research in a format that is appropriate to the discipline.
c) The production of other, more user-orientated, research

d) Disseminating research at conferences or other relevant subject-specific forums
e) Communicating research findings at Hope research seminars and/or groups
f) Communicating research findings at external research seminars and/or groups
g) Identifying sources of funding and contributing to the process of securing funds for own scholarly and/or research activities
h) Where the opportunities exist, supervision of postgraduate research students (including M Level dissertations), with the guidance of more senior colleagues if appropriate.
i) The development of new software where this leads to new or substantially improved insights
j) The invention and generation of ideas, images, performances and artefacts where these lead to new or substantially improved insights
k) The application for funds from research organisations such as the British Academy, the Leverhulme Trust, the ESRC, the AHRC and others of similar standing relevant to the subject area.
l) Evidence of peer-esteem; for example the invitation to give research-level lectures or invitations to present papers at conferences
m) Citations by others in the field[3]
n) Involvement, with others, in the organising of a research conference or colloquium

Candidates for promotion are reminded that 'the panel will take into account the duration and frequency of the contributions and the scale and range of activities and achievements of the staff member to date' in assessing whether the staff member has begun to operate at the level appropriate to that of Senior Lecturer (as outlined on the agreed Role Profile) in some areas and has the capacity, willingness and ability to fulfil the new role fully if promoted.

The above are not absolute requirements. They are illustrative and you are free to add additional/alternative achievements to demonstrate a capacity, willingness and ability to take on the role of Senior Lecturer in your teaching and learning at Hope. However, *all candidates* for promotion do need to provide evidence that they are willing and able to operate at the higher level in this area if promotion is to be recommended.

3. Wider contribution to the subject team and Deanery

Senior Lecturers 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 Deanery. It is important, therefore, that in considering the case

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[3] If such evidence can be cited, you are encouraged to cite it. However, the panel recognises that citations carry a particularly high premium in some disciplines and might more appropriately be asked of those at a higher level.

for promotion to Senior Lecturer the Panel be provided with evidence that the staff member has the capacity, willingness and ability to take on this new role. In order to assist you in constructing your application, the list below gives some examples of the kind of evidence that you may wish to cite.

3.i Evidence of full and Effective fulfilment of present role (= Question A)

a) Working, within a team, for student recruitment
b) Working, within a team, for student retention
c) Working with others in clearing and admissions
d) Actively participating with others in scholarship and research activity (e.g. preparing papers for delivery at a Hope research group or other research forums)
e) Collaborating with others to identify and respond to student needs
f) Collaborating with others on course development and curriculum changes
g) Taking opportunities provided by initiatives designed to assist with the mentoring of less experienced staff (for example by participation in Learning and Teaching Week).
h) Building internal contacts and participating in internal networks for the exchange of information and to form relationships for future collaboration
i) Joining external networks to share information and ideas
j) Working with others to make decisions relating to academic content of modules and courses (for example by participating fully in subject reviews, curriculum design, module amendment etc.)
k) Working with others to make decisions relating to assessment methods
l) Supervising student placements and/or field work
m) Evidence of good self-management in teaching, scholarly and administrative duties

3.ii Signs of a capacity, willingness and ability to fulfil the new role (= Question B)

As a Senior Lecturer there will be a requirement to engage in the wider work of the Deanery 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.

a) Acting as a responsible team member, leading where agreed, or showing a clear potential for leadership.
b) Being an active member of subject and/or Deanery committees
c) Developing productive working relationships with other members of staff.
d) Undertaking a developing role in supporting and mentoring colleagues in development of their research
e) Developing partnerships for Hope
f) Income generation
g) Taking on a role, including advising others, on issues relating to student retention
h) Taking on a role, including advising others, on issues relating to marketing the University

i) Contributing to QAE processes such as the accreditation of courses, mentoring colleagues with less experience and advising on personal development in teaching and/or research

j) Taking full responsibility for delivery of own modules and taking initiative in responding to changing needs of students

k) Signs of ability to take on, if required, supervision of the work of others

l) Co-ordinating the work of others to ensure that modules are delivered to the standards required.

m) Motivating others and leading by example in such areas as income generation, recruitment and retention strategies, research and scholarship.

n) Acting as a subject expert for internal purposes (e.g. assisting with the recruitment of new staff, assisting with internal validation events).

The above are not absolute requirements. They are illustrative and you are free to add additional achievements to demonstrate an capacity, willingness and ability to take on the role of Senior Lecturer in your wider contribution to the subject team and to the Deanery.

4. Wider contribution to the mission of the University

Senior Lecturers 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 Lecturers are also expected to represent the University externally and to assist in the building of local, regional and national networks as appropriate. Candidates for promotion should be able to show that they are already fully and effectively fulfilling the role required in these areas appropriate to the level of Lecturer and have the capacity, willingness and ability to perform them at the higher level required of a Senior Lecturer. In order to assist you in constructing your application, the list below gives some examples of the kind of evidence that you may wish to cite.

4.i Evidence of full and Effective fulfilment of present role (= Question A)

Such evidence might include:

a) Personal and pastoral support for students in their learning

b) Acting as a personal tutor and responding to student needs showing sensitivity and awareness of personal issues where appropriate

c) Contribution to the life of one of Hope's Halls of Residence

d) Giving practical support to a student club or society, for example by participating in student debates

e) Playing a part in the work of Staff-Student Liaison Committees

4.ii Signs of a capacity, willingness and ability to fulfil the new role (= Question B)

Such evidence might include:

a) Acting as a module tutor
b) Representing and promoting Hope's work and mission locally and more widely
c) Taking a lead in a local project
d) Membership of University Committees
e) Being responsible for student care and wellbeing in a particular area
f) Participation in the work of Staff-Student Liaison Committees
g) Evidence of a developing role in coordinating the work of others as it relates to student support and well-being issues.
h) Evidence of an ability to identify and develop ideas for generating income and promoting the subject (e.g. research funding, consultancy work)
i) Participating in networks in order to influence events or decisions (e.g. membership of a University/Deanery committees)
j) Active membership of committees at regional or national level in area of subject expertise.

The above are not absolute requirements. They are illustrative and you are free to add additional achievements to demonstrate an capacity, willingness and ability to take on the role of Senior Lecturer in Pastoral Care and Welfare at Hope.

Appendix Two: Promotion to Principal Lecturer

A. The Process

Applications for promotion to Principal Lecturer will be reviewed in the context of the policy that is set down in this document. The Committee that considers such applications is made up of:

1. A chair, who will be of Professorial rank
2. The Assistant Vice-Chancellor (Research and Academic Development)
3. The Dean of Teaching and Learning
4. A member of Council
5. A member of the Human Resources team

Prior to the Committee meeting, the Chair will hold no less than two open briefing sessions for staff, to explain the criteria and address specific questions from prospective applicants. Prior to the opening date for the receipt of applications, potential candidates may also approach any member of the Committee on particular issues (for example the AVC for research- and scholarship-related questions, the Associate Dean for Learning and Teaching for matters relating to pedagogy).

Human Resources provide details on how and when the applications are to be received and of the requirement for references.

B. The Criteria

There are three key areas that are taken into consideration in assessing an application for promotion to Principal Lecturer. These are:

1. Teaching and Learning
2. Scholarship and Research
3. Other contributions to the Subject/Deanery and Hope's work and mission

Please note that it is an underlying principle of Hope's promotions policies that staff are not promoted simply for undertaking well the duties associated with the current post. Candidates for promotion to Principal Lecturer must, therefore, be able to provide the Committee with the evidence needed to demonstrate that they are operating as Senior Lecturers not just well, but with distinction, and be doing so in no less than two of the three key areas listed above. The contribution in these areas must, in the view of the Committee, be of an 'excellent' standard. In the third area the contribution must, in the view of the Committee, be at least of 'effective and continuing' standard. These judgements of relative quality are reviewed in the context of what is expected of a Senior Lecturer, not of a Lecturer.

Promotion is determined on a points system and candidates require a minimum of 7.5 points to be recommended for a Principal Lectureship. Points are awarded on the following basis:

Area	Maximum Points available	Points for 'Effective and Continuing'	Points for 'Excellence'
Teaching and Learning	4	2	2
Scholarship and Research	3	1.5	1.5
Other Contributions	3	1.5	1.5

A candidate who is able to demonstrate an 'effective and continuing' contribution in each area but unable to provide evidence of 'excellence' in any would hence be awarded a total of 5 points and would not be recommended for promotion. A candidate who scored maximum points in teaching and learning but was considered to be operating at the level of 'effective and continuing' only in the other two areas would hence receive 7 points and not be recommended for promotion. However, a candidate who scored 4 for teaching and learning, 1.5 for scholarship and research[4] and 2 for other, would achieve 7.5 points and hence be recommended for promotion.

For all three headings the panel will take into account the duration and frequency of the contributions and the scale and range of activities and achievements. A person would normally need to have been in higher education for at least seven years in order to accumulate the necessary evidence to enable the Committee to consider the case for promotion to Principal Lecturer. However, the Committee will give careful consideration to applications from persons who, while they have not been in higher education for a seven-year period, have other relevant experience at a senior level.

A PhD is normally required for promotion to Principal Lecturer.

1. Teaching and Learning (up to a maximum 4 points)

Under this heading the panel will look for evidence of effective, enthusiastic and imaginative teaching. You should give details of modules you currently teach and those you have taught in the past two years (where applicable). Leadership in your subject is very important and you should be able to show that you are assisting/leading other members of the Hope staff in the area of teaching and learning.

Please indicate which other modules you are qualified, equipped and willing to teach.

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[4] As is made clear below, 'research' is not required in this category in order to achieve such a mark, though excellent and sustained 'scholarship' is.

You are advised not simply to list the modules, but to provide the Committee with sufficient evidence to indicate that your modules are effectively taught and well-received.

1(i): An 'Effective and Continuing' Contribution (maximum 2 points)

Under this heading please provide evidence that will enable the Committee to judge your contribution in at least five of the areas listed below. The list is not exhaustive and if you believe that there are other things that help your case please include them. Again, you are advised to provide the Committee with evidence that this is the case. Simply listing what you do and stating that you believe that you do it well will not be sufficient. Please note that Principal Lecturers are expected to be leaders in the field of teaching and learning, and in order to be promoted you must provide evidence that this is the case.

Your contribution to teaching and learning will not be judged to be 'effective and continuing' at a level that would justify promotion to Principal Lecturer level unless you are able to show evidence of leadership in at least three of the areas listed below (or others that you can demonstrate are equally appropriate).

a) Curriculum design
b) Teaching and learning strategies
c) Developing learning resources for students
d) Assessment of and feedback to students
e) Strategies developed for supporting student learning
f) Module evaluation
g) E-learning
h) Widening participation
i) Retention strategies
j) QAE development
k) Personal and pastoral support for students
l) Participation in pedagogical action research
m) External examining at taught degree level

1(ii): Evidence of 'Excellence' (a further 2 points maximum)

There are a number of ways in which you can demonstrate that you have achieved the standard of 'excellent' in your teaching and learning, and that such a contribution has been of an appropriate 'duration and frequency'. These include:

1. Providing evidence that, in addition to the five things you have listed above, you are active at an appropriate 'excellent' level in a further three or more from a–m above.

2. Providing evidence that, in addition to the leadership role that you have in two of the areas listed above, you have a leadership role also in a further two of those areas.

3. Providing evidence of particularly good quality teaching which may take the form of public recognition for innovative approaches to teaching, the award of teaching prizes and/or active membership, with some evidence of leadership, of appropriate professional bodies.

4. Providing evidence of significant innovation and leadership in, together with responsibility for, course development, planning and improvement.

5. Clear evidence that your teaching and your research are integrated, particularly at levels H and M, and that the resultant modules are of the highest quality.

You are free to add additional achievements to demonstrate excellence in teaching and learning at Hope. The Committee will take all such evidence into account.

2. Scholarship and Research (up to a maximum 3 points)

Liverpool Hope expects all staff to be engaged in scholarship. Scholarship is defined by Liverpool Hope for these purposes as:

... the process whereby the person involved is actively engaged in the discipline and is keeping up-to-date with developments in his or her subject. It is the systematic and active interrogation, integration, application and dissemination of things already known . . . [It] is the interrogation of that material, its integration into the wider academic consciousness of the individual concerned and the subsequent application and dissemination of that material, in its integrated form, through teaching and other scholarly activity.

2(i): An 'Effective and Continuing' Contribution (maximum 1.5 points)

Evidence of significant 'scholarship', as defined here, over a sustained period of time, will be required if the candidate is to be thought to have demonstrated 'an effective and continuing' contribution to scholarship and research. Please note that in all cases the Committee will consider the 'duration and frequency' of the contribution, which must be significantly greater than that required for promotion to Senior Lecturer. Some evidence of leadership in scholarship is also expected of those seeking promotion to Principal Lecturer. Evidence might include (the list is not exhaustive and candidates may point to other evidence that they think meets the criteria):

a) Contributions to textbooks in the subject area
b) Leadership roles in the provision of teaching materials of a high standard (for example the editing of textbooks)
c) The writing of book reviews for academic journals.
d) Active contribution to the dissemination of good practice; for example by making a contribution to Hope's teaching and learning week
e) Evidence of subject leadership where such has resulted in a demonstrable advance in the quality of the teaching provision

f) Active attendance at external conferences and colloquia (i.e. where the participant is making some clear contribution to the event even if that contribution is not subsequently published)

g) Active participation in reading and discussion groups

h) Supervision of Level M theses

i) Evidence of sustained scholarly activity that relates directly to modules taught. This preparation and intellectual activity will subsequently be reflected in the updating of module proformas that take into account recent developments in the subject

j) Active participation in one of Liverpool Hope's research groups

k) Active involvement with the organising of a scholarly conference or colloquium (even if the candidate is not delivering a paper or editing the research output)

l) Active participation in one of Liverpool Hope's research seminar series

m) Surveys/overviews of material that do not constitute original research; for example, most types of dictionary articles, review articles, and some types of databases

n) Successful bids for grants

o) In some cases sustained consultancy, where it can be demonstrated that this is clearly research-informed.

NB In the interests of transparency and fairness to all, please note that a paper delivered in-house at Hope, even if published in an in-house journal, would not normally count under research, due to lack of external peer-review. This is to ensure that those who do submit their work to external peer-review are properly acknowledged for taking that extra step. They would, however, count here as evidence of scholarship.

You should provide evidence for at least five of the above (or other such evidence of equal merit). Where appropriate, please specify number, word length, dates and place for items listed above. Candidates will also need to provide evidence of how their scholarly activity has informed their teaching and how their learning has been disseminated internally and externally to Liverpool Hope.

2(ii): Evidence of 'Excellence' (a further 1.5 points maximum)

In order to show that the level of excellence has been achieved in this area, the candidate will need to demonstrate that he or she has moved from scholarship into research. Research is defined for the present purposes as:

> ... leading to the advancement of knowledge. . . [It] is to be understood as original investigation undertaken in order to gain knowledge and understanding. The emphasis is upon originality and making 'a contribution to knowledge'.

Evidence of such activity might include (the list is not exhaustive and candidates may draw to the attention of the Committee any other evidence that they think meets the criteria):

a) The writing of books where the material meets the definition outlined above
b) The contribution to books where the material meets the definition outlined above
c) The writing of articles in peer-reviewed journals
d) The presentation of papers at academic conferences
e) The preparation of research reports
f) The development of new software where this leads to new or substantially improved insights
g) The invention and generation of ideas, images, performances and artefacts where these lead to new or substantially improved insights
h) Research leadership; for example, membership of editorial boards, the convening of colloquia and the editing of the subsequent research output
i) The award of funds from research organisations such as the British Academy, the Leverhulme Trust, the ESRC, the AHRC and others of similar standing relevant to the subject area where rigorous peer-review has been independently applied nationally or internationally
j) Evidence of peer-esteem; for example the invitation to give research-level lectures, keynote addresses at conferences or editorship of RAE-level research outputs
k) Supervision of MPhil and PhD students

You should provide evidence for at least four of the above (or other such evidence of equal merit). Where appropriate, please specify number, word length, dates and place for items listed above. Please note that in all cases the Committee will consider the 'duration and frequency' of the contribution, which must be significantly greater than that required for promotion to Senior Lecturer. Candidates will also need to provide evidence of how their research has informed their teaching and how their learning has been disseminated internally and externally to Liverpool Hope.

3. Subject, Deanery and Other Contributions to Hope's Work and Mission (up to a maximum 3 points)

Hope expects all staff to be team players and to show a willingness to make a contribution to the subject team and also more widely to the life of the deanery and/or University. This is particularly important at Principal Lecturer level where the contribution is expected to include some leadership. In this section candidates should provide evidence that they are playing this wider role and have done so for a sustained period.

3(i): An 'Effective and Continuing' Contribution (maximum 1.5 points)

In assessing whether a candidate has made an 'effective and continuing' contribution in this area, particular attention will be paid to evidence of effective administrative competence and a willingness to contribute collaboratively with

colleagues, in a participatory and continuing fashion, to a variety of tasks at the subject, deanery or University level. Evidence of leadership will be looked for. Examples are given below. The list is indicative and not exhaustive, and candidates are invited to provide the Committee with any other evidence that they believe may strengthen the application. Please note that in all cases the Committee will consider the 'duration and frequency' of the contribution, which must be significantly greater than that required for promotion to Senior Lecturer.

a) Contribution to Foundation Hour
b) Contribution to Hope One World
c) Active and effective role in open days, recruitment and clearing over a sustained period of time
d) The sustained representation and promoting of Hope's work and mission locally, regionally, nationally and internationally
e) Sustained development of partnerships for Hope
f) Sustained income generation
g) Taking a leading and sustained role in recruitment
h) Taking a leading and sustained role in the Network of Hope

3(ii): Evidence of 'Excellence' (a further 1.5 points maximum)

Particular attention will be paid to evidence of success in undertaking significant responsibility and leadership, either in the deanery and/or in the University. These might include:

a) Being a particularly effective Course Leader/Award Manager as evidenced by recruitment and feedback
b) Playing a sustained leadership role in Hope staff development particularly in the area of learning and teaching
c) Recognition by peers as a significant contribution to the life of Liverpool Hope
d) Taking on a leadership/chairing role on University and/or deanery committees
e) Significant, sustained and active contribution to the life of the Halls
f) Bringing to Hope the conferences and/or annual meetings of professional and/or academic societies and bodies where these have not been listed under '2' above

Appendix Three: Promotion to Associate Professor (Consultation with UCU is continuing to develop this role profile. Once agreed the promotion policy to Associate Professor will be revised accordingly in consultation and negotiation with UCU.)

Liverpool Hope University has instituted the grade of Associate Professor. This is unusual in a UK context but relates well to the University's drive towards internationalisation, since outside the UK the term 'Associate Professor' is widely understood. Our Associate Professors are of equal standing to the grade of 'Reader' in the UK.[5]

Candidates for promotion to Associate Professor will be considered on the basis of evidence of excellence in *all three* of the following areas:

    A. Academic leadership (including work as Programme or Pathway Leader, Dean, Associate, Vice or Deputy Dean where appropriate)
    B. Performance and leadership in teaching and learning
    C. Research (in a form appropriate to the subject discipline. The RAE subject panel's guidance will act as an externally validated benchmark in this regard)

A. Academic Leadership

In the context of this promotions policy, 'academic leadership' should not be confused with subject management. An academic leader is one who through his or her leadership seeks to raise the overall research and scholarship profile of the University and is involved in leading others in the same direction. Consequently you are asked to provide evidence of academic leadership in the context of Liverpool Hope's mission including:

    1. Leadership in developing the University's overall academic profile
    2. Leadership in promoting the research and scholarship of other Hope staff
    3. Leadership in curriculum development at Liverpool Hope, and in particular contributing to and leading others in the move towards the 'research-informed, teaching-led' policy of Liverpool Hope
    4. Service to the University in advancing its mission and raising its standing in an academic context

When assessing academic leadership, the Promotions Committee will look for contributions to leadership within the University appropriate to the level of appointment of Associate Professor. Consideration will be given to some or all of the following:

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[5] Please note that again there is room for confusion here. In the UK 'Reader' is a grade between SL and Professor and does not carry any particular expectation that the person who holds the title will necessarily have a research-only or research-intensive set of duties. Where the title 'Reader' is used internationally, however, it often does imply such a position.

a) Contributions to the University's overall academic profile, for example by leading research groups, organising conferences and colloquia, bringing to Hope the meetings of academic societies, visiting professors and other high-profile academics and running research seminars

b) Evidence of some staff leadership, for example assisting with induction, assisting with the mentoring of more junior staff, assisting with team building and staff development

c) Evidence of good performance as pathway/programme leader, Associate/Vice/Sub-Dean or Dean

d) Involvement in curriculum development and/or contribution to acquiring successful review and/or accreditation (e.g. from professional bodies) of Hope courses and programmes

e) Leadership roles on University-wide committees, working parties and academic boards

This is not a comprehensive list and staff should feel free to draw to the attention of the committee any other information that they feel may be relevant in making the case for promotion to Associate Professor.

B. Teaching and Learning Performance

Hope is 'research-informed and teaching-led'. This is a position statement and relates to the drive towards the provision of first-rate quality in teaching content. Promotion to Associate Professor will require evidence of research-informed teaching in some (though not necessarily all) modules.

Personal performance as a teacher includes:

1. Teaching ability and effectiveness
2. Use of appropriate and effective assessment methods
3. Leadership in teaching
4. Promoting the improvement of teaching and learning at Liverpool Hope
5. Integration of teaching with research and scholarship

When assessing teaching performance and leadership in teaching, the Committee will consider the feedback from formal assessments of teaching, the ability to inspire high academic endeavour and for original thought with respect to teaching. Details of teaching responsibilities should also be provided including modules taught, programmes led or other initiatives. You are strongly advised not simply to provide a list of such activity but to provide the Committee with the evidence required to show that your contribution to teaching is at an advanced level, that it is effective, research- and scholarship-informed, imaginative and evolving.

For promotion to Associate Professor you will be expected to show evidence of such teaching at undergraduate and, where the opportunity for such teaching exists, at postgraduate level. You should be able to provide evidence of some involvement

with research degree supervision[6] or in the research degree training programme (some of which is non-subject specific).[7]

When assessing this area the Committee will consider responses in relation to some or all of the following:

a) Evidence of effective teaching, for example as witnessed by student feedback and peer-review
b) Evidence of participation and/or leadership in the development of teaching and learning quality at Liverpool Hope, for example by participation in workshops (internal or external) and in the wider work of the CETLs
c) Contribution to quality evaluations of curricula, and teaching and assessment practices
d) Academic awards or distinctions for teaching, including prizes
e) Performance in the contribution to research degree supervision and/or the research degree training programme
f) Evidence of the application of scholarship throughout teaching
g) Evidence of the application of research in some areas

This is not a comprehensive list and staff should feel free to draw to the attention of the Committee any other information that they feel may be relevant in making the case for promotion to Associate Professor.

C. Research

Research, as defined in the wider research and scholarship development plan, is required for promotion to Associate Professor. It will not be possible to gain promotion to this level without evidence of research activity that is, in the opinion of the Committee, at RAE level 1* and above and in quantities roughly equivalent to that expected by the RAE.[8] Applications should therefore provide clear, strong evidence of sustained research at this level.

Three main areas will be considered in this context. They are the based on the ones used by the RAE panels.

1. Research outputs
2. Contribution to research environment(s)
3. Evidence of peer esteem

Those applying for promotion to Associate Professor should consult the RAE guidelines that are in place for their own subject disciplines and organise the presentation of evidence according to what is there outlined. The panel will take

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[6] The AVC (RAD) will be able to provide details of opportunities in this area.
[7] The Associate Dean for Postgraduate Studies will be able to provide details of opportunities in this area.
[8] This does not mean that the work will necessarily be entered into the next RAE or that promotion to Associate Professor is tied to the RAE cycle; 'research at RAE level 1* and above' is simply a quality judgment that uses the RAE guidelines as a nationally accepted standard.

account of the subject area in looking for appropriate outputs. Such evidence might include the following:

Research Outputs

a) The publication of books where the content is research
b) Chapters in books where the content is research
c) Peer-reviewed journal articles
d) Conference proceedings, especially where the conference is peer-reviewed
e) Presentation of papers at conferences (which are published thereafter)
f) Editorship of books and/or other research outputs
g) Use made of grants attracted
h) Successful application for patents and licences
i) In the case of computing, other clearly high-level outputs that are relevant to the subject and considered as such by peers. The RAE criteria for UOA 23 will act as a guide

Environment(s)[9]

a) Research leadership, for example leading in academic societies
b) Convening of colloquia and conferences
c) Sustained attraction and successful supervision of postgraduate students
d) Leadership in the generation of collaborative research programmes with external bodies such as industry and other tertiary institutions
e) Design and implementation of research programmes
f) Refereeing for journals or academic publishers

Peer Esteem

a) Prizes and awards given on the basis of research
b) Success in competitive grant applications
c) Invitations to deliver keynote addresses or other such high-profile activity
d) Invited public lectures
e) Citations in the research of others
f) Positive reviews of research undertaken (for example book reviews)

This is not a comprehensive list and staff should feel free to draw to the attention of the committee any other information that they feel may be relevant in making the case for promotion to Associate Professor.

When evaluating achievement and leadership in professional practice and other creative activity, the Committee will take the nature of the discipline into clear consideration and look for discernable high quality contributions which are relevant to the subject matter and considered as such by peers. The RAE subject panel criteria for the UOAs covered by panel O will act as a guide. Evidence might include:

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[9] Some will inevitably overlap with 'A' above. They will not be double counted, but will be considered carefully and given as much weight as possible.

a) Original designs, such as the production of prototypes, creative or original work in art, literary works and music
b) Interpreting creative works through such activities as conducting, directing and curatorship
c) Sustained attraction and successful supervision of higher degree students
d) Successful record in attracting funding or grants for projects
e) Commissioned work and the quality of the outcomes of the work
f) Dissemination of professional practice to other members in the field through activities such as editorship or editorial board membership
g) Involvement in the solution of practical problems experienced by industry, government or the research community
h) Influence in the development of a profession
i) Professional peer recognition of significant achievements contributing to the work of a profession at national and international level
j) Membership of government and/or industry advisory bodies
k) Membership of international delegations in the area of expertise
l) Professional awards or citations
m) Invitations to visit at a senior level in other tertiary institutions or government agencies, invitations to undertake professional advisory work, invited public lectures or invitations to give keynote addresses at refereed international conferences and other forums

This is not a comprehensive list and staff should feel free to draw to the attention of the committee any other information that they feel may be relevant in making the case for promotion to Associate Professor.

Process

Applications for promotion to Associate Professor and Professor will normally be invited on a biennial basis. Prior to the closing date the Assistant Vice-Chancellor (Research and Academic Development) will hold no less than two open meetings to explain the process and criteria and to answer questions.

All applicants should submit an application to the Human Resources Office. Each application should be accompanied by the names and contact details of four referees, at least three of which must be external to Hope. These referees will be contacted to support the application at 'stage two'. The Dean's view will in all cases also be taken into considertion and applicants should not list their Dean as a referee. The Committee reserves the right to seek the opinion of other experts not listed as referees by the candidate. The process is as follows:

Stage One

- HR will receive applications
- HR will get the reference from the Dean for all candidates

- The full Committee will meet to determine if there is a *prima facie* case for promotion to Associate Professor

Stage Two

- The references for those who are progressed to the next stage are collated by HR. Please note that the Committee can make no allowance for references that do not arrive by the deadline
- HR will ask for full details, which may include physical copy where appropriate, of no less than two research outputs from each candidate. The outputs are selected by the candidate
- The full Commmittee meets to make final decisions on promotion to the post of Associate Professor
- The new post is taken up from 1 September of the same calendar year

Promotions Committee

A Promotions Committee will be convened to consider all applications. The composition of the Promotions Committee will be as follows:

1. The Vice-Chancellor and Rector (in the Chair)
2. The Assistant Vice-Chancellor (RAD)
3. The Associate Dean of Learning and Teaching
4. The Chair of the Promotions Committee for Applications to Senior Lecturer
5. A member of the University of Liverpool/Council
6. A representative from Hope's Professors
7. A representative from Human Resources

Title

Those promoted to the rank of Associate Professor may, if they wish, use this title and will be referred to as such in official University communications. They may not, however, use the title 'Professor' since, especially in a UK context, this relates to a post that is not held by Associate Professors.

Appendix Four: Promotion to Professor

Candidates for promotion to Professor will be considered on the basis of evidence of excellence in *all three* of the following areas:

A. Academic leadership (including work as Programme or Pathway Leader, Dean, Associate, Vice or Deputy Dean where appropriate)
B. Performance and leadership in teaching and learning
C. Research (in a form appropriate to the subject discipline. The RAE subject panel's guidance will act as an externally validated benchmark in this regard)

A. Academic Leadership

In the context of this promotions policy, 'academic leadership' should not be confused with subject management. An academic leader is one who through his or her leadership seeks to raise the overall research and scholarship profile of the University and is involved in leading others in the same direction. Consequently you are asked to provide evidence of academic leadership in the context of Liverpool Hope's mission including:

1. Excellent and sustained leadership in developing the University's overall academic profile
2. Excellent and sustained leadership in promoting the research and scholarship of other Hope staff
3. Excellent and sustained leadership in curriculum development at Liverpool Hope, and in particular evidence of an effective and sustained contribution to and the leading of others in the move towards the 'research-informed, teaching-led' policy of Liverpool Hope
4. Excellent and sustained service to the University in advancing its mission and raising its standing in an academic context

When assessing academic leadership, the Promotions Committee will look for contributions to leadership within the University appropriate to the level of appointment of Professor. Consideration will be given to some or all of the following:

a) Sustained contribution to the University's overall academic profile, for example by leading research groups, organising conferences and colloquia, bringing to Hope the meetings of academic societies, visiting professors and other high-profile academics and running research seminars
b) Evidence of significant and sustained staff leadership, for example taking a lead in induction and mentoring of more junior staff, team building and staff development
c) Evidence of excellent and sustained performance as pathway/programme leader, Associate/Vice/Sub-Dean or Dean (where appropriate)
d) Leading in curriculum development and leadership in acquiring successful

review and/or accreditation (e.g. from professional bodies) of Hope courses and programmes

    e) Leadership and chairing roles on University-wide committees, working parties and academic boards

This is not a comprehensive list and staff should feel free to draw to the attention of the committee any other information that they feel may be relevant in making the case for promotion to Professor.

B. Teaching and Learning Performance

Hope is 'research-informed and teaching-led'. This is a position statement and relates to the drive towards the provision of first-rate quality in teaching content. For promotion to Professor you must be able to demonstrate that your research is well integrated into your teaching activity. This will include some undergraduate modules, but will be most noticeable at postgraduate level, particularly in research degrees.

Personal performance as a teacher includes:

1. Teaching ability and effectiveness
2. Use of appropriate and effective assessment methods
3. Leadership in teaching
4. Promoting the improvement of teaching and learning at Liverpool Hope
5. Integration of teaching with research and scholarship

When assessing teaching performance and leadership in teaching, the Committee will consider the feedback from formal assessments of teaching, the ability to inspire high academic endeavour and for original thought with respect to teaching. Details of teaching responsibilities should also be provided including modules taught, programmes led or other initiatives. You are strongly advised not simply to provide a list of such activity but to provide the Committee with the evidence required to show that your contribution to teaching is at an advanced level, that it is fully effective, research- and scholarship-informed, imaginative and evolving.

For promotion to Professor you will be expected to show evidence of such teaching at both undergraduate and postgraduate level.[10] You should be able to provide evidence of sustained involvement in research degree supervision and in the research degree training programme.

When assessing this area the Committee will consider responses in relation to some or all of the following:

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[10] At Associate Professor level this requirement is 'where the opportunity exists'. At Professorial level that opportunity is created by the esteem in which the candidate is held, since it will be the case that senior academics will attract research students. The AVC (RAD) is able to provide details on some limited scholarship schemes to assist in the attraction of research students. While evidence of a strong contribution at master's level is highly desirable, in areas where there is no master's programme, research supervision alone will be deemed sufficient to meet this criterion.

a) Evidence of sustained and effective teaching, for example as witnessed by student feedback and peer-review
b) Evidence of sustained and effective leadership in the development of teaching and learning quality at Liverpool Hope, for example by participation in workshops (internal or external) and in the wider work of the CETLs
c) Contribution to quality evaluations of curricula, and teaching and assessment practices
d) Academic awards or distinctions for teaching, including prizes
e) Performance in the contribution to research degree supervision and/or the research degree training programme
f) Evidence of the application of research throughout teaching
g) Successful supervision of research degrees
h) Full contribution to and/or leadership of aspects of the research degree research training programme
i) External examining of research degrees

This is not a comprehensive list and staff should feel free to draw to the attention of the Committee any other information that they feel may be relevant in making the case for promotion to Professor.

C. Research

Research, as defined in the wider research and scholarship development plan, is required for promotion to Professor. It will not be possible to gain promotion to this level without evidence of sustained and substantial research activity that is, in the opinion of the Committee, at RAE level 2* and above and in quantities roughly equivalent to that expected by the RAE.[11] Applications should therefore provide clear, strong evidence of sustained research at this level.

Three main areas will be considered in this context. They are the based on the ones used by the RAE panels.

1. Research outputs
2. Contribution to research environment(s)
3. Evidence of peer esteem

Those applying for promotion to Professor should consult the RAE guidelines that are in place for their own subject disciplines and organise the presentation of evidence according to what is there outlined. The panel will look for a sustained contribution to research in forming a view on the strength of the application. Professors are expected to be researching at the '2' level under the RAE guidelines. Such evidence might include the following:

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[11] This does not mean that the work will necessarily be entered into the next RAE or that promotion to Associate Professor is tied to the RAE cycle; 'research at RAE level 2* and above' is simply a quality judgment that uses the RAE guidelines as a nationally accepted standard.

Research Outputs

a) The publication of books where the content is research
b) Chapters in books where the content is research
c) Journal articles
d) Conference proceedings, especially where the conference is peer-reviewed
e) Presentation of papers at conferences (normally published thereafter)
f) Editorship of books and/or other research outputs
g) Use made of grants attracted
h) Successful application for patents and licences
i) In the case of computing, other clearly high-level outputs that are relevant to the subject and considered as such by peers. The RAE criteria for UOA 23 will act as a guide

Environment(s)[12]

a) Sustained research leadership, for example leading in academic societies
b) Convening of colloquia and conferences
c) Sustained attraction and successful supervision of postgraduate students
d) Leadership in the generation of collaborative research programmes with external bodies such as industry and other tertiary institutions
e) Design and implementation of research programmes
f) Refereeing for journals or academic publishers
g) Sustained and successful supervision of research degrees
h) The publication of research that the candidate has supervised

Peer Esteem

a) Prizes and awards given on the basis of research
b) Sustained success in competitive grant applications
c) Invitations to deliver keynote addresses or other such high-profile activity (the frequency and duration of such activity will be taken into consideration)
d) Invited public lectures (the frequency and duration of such activity will be taken into consideration)
e) Citations in the research of others
f) Positive reviews of research undertaken (for example book reviews)

This is not a comprehensive list and staff should feel free to draw to the attention of the committee any other information that they feel may be relevant in making the case for promotion to Professor.

When evaluating achievement and leadership in professional practice and other creative activity, the Committee will take the nature of the discipline into clear consideration and look for discernable high quality contributions which are relevant to the subject matter and considered as such by peers. The RAE subject panel criteria for the UOAs covered by panel O will act as a guide. Again the duration and

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[12] Some will inevitably overlap with 'A' above. They will not be double counted, but will be considered carefully and given as much weight as possible.

frequency of outputs will be taken into consideration by the panel. Evidence might include:

a) Original designs, such as the production of prototypes, creative or original work in art, literary works and music
b) Interpreting creative works through such activities as conducting, directing and curatorship
c) Sustained attraction and successful supervision of higher degree students
d) Successful record in attracting funding or grants for projects
e) Commissioned work and the quality of the outcomes of the work
f) Dissemination of professional practice to other members in the field through activities such as editorship or editorial board membership
g) Involvement in the solution of practical problems experienced by industry, government or the research community
h) Influence in the development of a profession
i) Professional peer recognition of significant achievements contributing to the work of a profession at national and international level
j) Membership of government and/or industry advisory bodies
k) Membership of international delegations in the area of expertise
l) Professional awards or citations
m) Invitations to visit at a senior level in other tertiary institutions or government agencies, invitations to undertake professional advisory work, invited public lectures or invitations to give keynote addresses at refereed international conferences and other forums

This is not a comprehensive list and staff should feel free to draw to the attention of the committee any other information that they feel may be relevant in making the case for promotion to Professor.

Process

Applications for promotion to Associate Professor and Professor will normally be invited on a biennial basis. Prior to the closing date the Assistant Vice-Chancellor (Research and Academic Development) will hold no less than two open meetings to explain the process and criteria and to answer questions.

All applicants should submit an application to the Human Resources Office. Each application should be accompanied by the names and contact details of six referees, at least five of which must be external to Hope. These referees will be contacted to support the application at 'stage two'. The Dean's view will in all cases also be taken into considertion and applicants should not list their Dean as a referee. The Committee reserves the right to seek the opinion of other experts not listed as referees by the candidate. The process is as follows:

Stage One

- HR will receive applications
- HR will get the reference from the Dean for all candidates
- The full Committee will meet to determine if there is a *prima facie* case for promotion to Professor

Stage Two

- The references for those who are progressed to the next stage are collated by HR. Please note that the Committee can make no allowance for references that do not arrive by the deadline
- HR will ask for full details, which may include physical copy where appropriate, of no less than three research outputs from each candidate. The outputs are selected by the candidate
- The full Commmittee meets to make final decisions on promotion to the post of Professor
- The new post is taken up from 1 September of the same calendar year

Promotions Committee

A Promotions Committee will be convened to consider all applications. The composition of the Promotions Committee will be as follows:

1. The Vice-Chancellor and Rector (in the Chair)
2. The Assistant Vice-Chancellor (RAD)
3. The Associate Dean of Learning and Teaching
4. The Chair of the Promotions Committee for Applications to Senior Lecturer
5. A member of the University of Liverpool/Member of Council
6. A representative from Hope's Professors
7. A representative from Human Resources

Appendix Five: Role Profile - Lecturer

Department [Division/Faculty/School]

Role Code	Role Title
	LECTURER

Responsible to	Responsible for

Role purpose
(TO BE COMPLETED AT A LATER STAGE)

Principal duties or Key objectives *(TO BE COMPLETED AT A LATER STAGE)*
1
2
3
4
5
6

Activities	Examples of role requirements
1 Communication Oral • Receive, understand and convey information, using a range of media, in a clear and accurate manner from routine (e.g. telephone queries) to complex (e.g. delivering lectures at undergraduate level or, where appropriate and the opportunity exists, above) • Convey concepts and theories effectively in lectures. • Provide oral feedback to students at undergraduate level or above. Written • Receive, understand and convey information, using a range of media, in a clear and accurate manner from routine (e.g. e-mail, memos and letters) to complex (e.g. writing lectures, applications to external bodies for funding and accreditation purposes) • Actively participate in scholarly activity or research (eg prepare papers for delivery at a Hope research group or other research forums)	
2 Teamwork and motivation • Clarify requirements and agree responsibilities with regard to e.g. module delivery, research group membership etc. • Collaborate with colleagues e.g. in taking part with others in curriculum development and design, participating with others in research activity. • Take opportunities provided by initiatives designed to assist with the mentoring of less experienced staff (for example by participation in Learning and Teaching Week). • Attend and contribute to subject group meetings in a mentored capacity	
3 Liaison and networking • Liaise with colleagues and students on a daily basis. • Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration • Join external networks to share information and ideas • Participate in external networks (e.g. membership of relevant academic society, schools liaison).	
4 Service delivery • Understand students' needs and be receptive to feedback • Where appropriate seek guidance on module improvement and work with more experienced colleagues to ensure that teaching is effective and of an appropriate standard of delivery. • Work within Hope's overall procedures or policies (e.g. quality assurance, course handbook, assessment criteria).	
5 Decision making Processes and Outcomes • Contribute to collaborative decision making with colleagues (e.g. course content, assessment criteria, pedagogy, module delivery) • Contribute to the process of decision making in areas of expertise (e.g. in teaching and learning strategy within a learning context, dealing with individual student issues and discussion of potential areas of research group activity).	

6	Planning and organising resources

- Plan and prioritise own work or resources where it impacts on own responsibilities (e.g. module delivery, scholarly and research activity)
- Work with others to plan and organise small projects ensuring effective use of resources (e.g. research projects, Hope seminars)

7	Initiative and problem solving

- Use initiative and creativity to identify areas and contribute to the resolution of diverse problems using judgement when adopting different approaches (e.g. student absences, assessment issues, learning and teaching approaches, interpreting research data)

8	Analysis and research

- Identify appropriate existing methods of analysis or investigation particularly as they relate to the development of teaching materials.
- Conduct scholarship in own subject area (i.e. keep up to date with literature).
- Ensure that teaching materials remain current and reflect recent research in the area.
- Conduct individual and collaborative research projects
- Write up research work for publication
- Continually update knowledge and understanding in field or specialism

9	Sensory and physical demands

- Carry out tasks at a level appropriate to the discipline and type of work.
- Acquire, where appropriate and the opportunity is provided by the University, new skills necessary for effective teaching (e.g. use of AVA equipment, use of specialist equipment in areas such as media, sport science, biology, geography, art and psychology).

10	Work environment

- Ensure that the work environment is suitable for purpose (e.g. ensure appropriateness and safety of personal office space; take staff development opportunities as they relate to health and safety).
- Take staff development opportunities as they relate to the safety of others
- Consult with more experienced colleagues to ensure the safety of others (e.g. students on geography fieldwork, school visits, laboratories, media studios, art and design studios).
- Be aware of ethical issues relating to research

11	Pastoral care and welfare

- Provide support and advice to students on standard welfare issues
- Be understanding and maintain confidentiality and appreciate needs of individual students (e.g. acting as a personal tutor)
- Show sensitivity to students and know to whom to refer for further help

12	Team development

- Assist with the development of new team members (eg Induction)
- Participate with colleagues to ensure effective team work.

13 Teaching and learning support

- Within module responsibility, work with others to design content of learning materials within existing frameworks and make modifications to existing materials based on feedback from learners
- Teach as a member of a teaching team in developing capacity within an established programme of study, with the assistance of a mentor if required.
- Teach effectively both in the context of small groups and in that of larger groups of students.
- Identify learning needs of students and define learning objectives (consulting with more experienced colleagues where appropriate).
- Foster debate and encourage the development of intellectual reasoning and rigour
- Within module responsibility, monitor performance of students through appropriate assessment criteria and provide effective feedback and guidance (consulting with more experienced staff as appropriate).
- Seek ways of improving own performance by reflecting on teaching design and delivery and obtaining and analysing feedback and consulting with more experienced colleagues regarding possible improvements.

14 Knowledge and experience

- Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes
- Take opportunities for continuous professional development both as related to own discipline and generic learning and teaching skills.
- Develop familiarity with a variety of strategies to promote and assess learning
- Understand equal opportunity issues as they may impact on academic content and issues relating to student need

Appendix Six: Role Profile – Senior Lecturer

Department [Division/Faculty/School]

Role Code	Role Title
	SENIOR LECTURER

Responsible to	Responsible for

Role purpose
(TO BE COMPLETED AT A LATER DATE)

Principal duties or Key objectives *(TO BE COMPLETED AT A LATER DATE)*
1
2
3
4
5
6

Activities	Examples of role requirements
1 Communication Oral • Receive, understand and convey information, using a range of media, in a clear and accurate manner from routine (e.g. telephone queries) to more complex (e.g. delivering effective lectures at both undergraduate and, where appropriate and the opportunities exist, postgraduate, level). • Convey concepts and theories effectively in lectures. • Provide oral feedback to students, including, where appropriate and the opportunities exist, those registered for postgraduate degrees. • Communicate research findings at Hope research seminars. • Communicate research findings at national (or above) conferences. Written • Receive, understand and convey information, using a range of media, in a clear and accurate manner from routine (e.g. e-mail, memos and letters) to complex (e.g. writing lectures at undergraduate and, where appropriate and the opportunity exists, postgraduate level). • Write papers for delivery at Hope research groups. • Write papers for delivery at appropriate subject-specific conferences and colloquia • Write or contribute to publications or disseminate research findings using other appropriate media	
2 Teamwork and motivation • Collaborate with colleagues (e.g. curriculum development and design, joint research projects). • Undertake a developing role in supporting and mentoring colleagues in development of their research • Advising others, where appropriate, on their scholarly activity • Co-ordinate the work of others to ensure modules are delivered to the standards required • Mentors colleagues with less experience and advise on personal development • Act as a responsible team member, leading where agreed, and develop productive working relationships with other members of staff • Demonstrate innovation (e.g. module development, planning and improvement).	
3 Liaison and networking • Liaise with colleagues and students on a daily basis and build and participate in internal networks for the effective exchange of information (e.g. staff/student Liaison committee; exam liaison, active membership of Hope research group). • Participate in external networks to share information and ideas. • Identify and develop ideas for generating income and promoting the subject (eg Research funding, consultancy work) • Participate in networks in order to influence events or decisions (e.g. membership of a University/Deanery committees, active membership of committees at regional or national level in area of subject expertise).	

4	Service delivery
	- Understand students' needs and be receptive to feedback and adapt accordingly (e.g. change delivery/content of teaching based on student feedback). - Play an active part in curriculum development under the supervision of senior/more experienced member of staff - Work within and, where appropriate, suggest improvements to Hope's overall procedures or policies (e.g. quality assurance, course handbook, assessment criteria) - Sole responsibility for the design and delivery of own modules and assessment methods
5	Decision making Processes and Outcomes
	- Collaborate with colleagues on the implementation of assessment procedures - Advise others on strategic issues such as student recruitment and marketing - Take independent decisions (e.g. approaches to teaching and learning strategy)
6	Planning and organising resources
	- Plan and prioritise own work or resources and contribute to planning the work or resources of others where it impacts on area of responsibility (e.g. module leadership, scholarly and research activity, editorship of books or other appropriate research outputs). - Participate in the planning and organization of small projects ensuring effective use of resources (e.g. conferences, research projects, convening colloquia, HEIF3, EU funded projects).
7	Initiative and problem solving
	- Use initiative to resolve diverse problems using judgement when adopting different approaches (e.g. student absences, assessment issues, learning and teaching approaches, interpreting research data, income generation). - Approaching an issue or problem from different perspectives or using a variety of data to devise options or solutions (e.g. course review and development, developing ideas for income generation).
8	Analysis and research
	- Identify appropriate existing methods of analysis or investigation (e.g. when developing teaching materials). - Conduct scholarship in own subject area (i.e. keep up to date with literature). - Ensure that teaching materials remain current and reflect recent research in the area. - Conduct and publish research in a format that is appropriate to the discipline. - Recognise and interpret data trends and patterns in data (e.g. analysing student destination statistics, student results, analysis of research data). - Analyse or research complex ideas, concepts or extensive data from different perspectives for the purpose of making a contribution to knowledge through original thought. - Engage in subject, professional and pedagogy research as required to support teaching activities - Disseminate research at conferences or other relevant subject-specific forum - Identify sources of funding and contribute to the process of securing funds for own scholarly and/or research activities

9	Sensory and physical demands
	• Carry out tasks at a level appropriate to the discipline and type of work.
	• Acquire, where appropriate and the opportunity is provided by the University, new skills necessary for effective teaching (e.g. use of AVA equipment, use of specialist equipment in areas such as media, sport science, biology, geography, art and psychology).
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10	Work environment
	• Take responsibility for ensuring that the work environment is suitable for purpose (e.g. ensure appropriateness and safety of personal office space; alert others to any problems with public space, for example health and safety issues relating to classrooms and lecture theatre).
	• Be aware of risks in the environment and how the y impact on self and others (e.g. geography fieldwork, school visits, laboratories, media studios, art and design studios, ethical issues relating to research).
	• Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for health and safety of others

11	Pastoral care and welfare
	• Provide support and advice to students on standard welfare issues.
	• Be understanding and maintain confidentiality and appreciate needs of individual students (e.g. by acting as a personal tutor).
	• Show sensitivity to students and know to whom to refer for further help.

12	Team development
	• Work with others to advise or guide new starters in team on standard information or procedures.
	• Participate in working with senior colleagues to help mentor new and/or less experienced team members to advise on professional development (e.g. peer review of teaching, showcasing aspects of learning & teaching during teaching and learning workshops, participate in joint bid-writing, provide oral and/or written feedback at research groups).

13	Teaching and learning support
	• Develop suitable approaches to the learning experience and the curriculum and originate content and methodology.
	• Design content of learning materials within existing frameworks
	• Identify areas where current provision is in need of revision or improvement
	• Contribute to the planning, design and development of objectives and material
	• Teach effectively both in the context of small groups and in that of larger groups of students.
	• Identify learning needs of students and define learning objectives.
	• Challenge thinking, foster debate and encourage the development of intellectual reasoning and rigour.
	• Monitor performance of students through appropriate assessment criteria and provide effective feedback and guidance.
	• Seek ways of improving own performance by reflecting on teaching design and delivery and obtaining and analysing feedback and determining improvements.
	• Supervise student projects, fieldtrips and, where appropriate, placements.
	• Where appropriate and the opportunity exists, supervise the work of postgraduate students.

14	Knowledge and experience • Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching or research programmes and the provision of learning support • Show full working knowledge and proficiency of own discipline. • Show a full working knowledge of appropriate research skills. • Take opportunities for professional development in terms of own discipline and learning and teaching skills. • Act as a subject expert for internal purposes (e.g. assisting with the recruitment of new staff, assisting with internal validation events). • Use a range of delivery techniques to enthuse and engage students