

Professional Tutors and Senior Professional Tutors¹

The University does not have a promotion policy for professional tutors similar to that of lecturers. This is because in the case of professional tutor roles, senior standing is largely determined by experience and expertise that is gained external to the University. Indeed, it is precisely because the University needs the support of highly-skilled professionals for some aspects of its provision (Teacher Education, Social Work, Accountancy and Sports Therapy being four examples) that the role of professional tutor was created. In making such appointments, the University seeks those who have 'recent, relevant and significant' experience and expertise. However, following recent discussion the University now wishes to formalize the mechanisms by which movement from Grade 7 to Grade 8 may be possible in some cases. As is noted below, there are two routes. It is important to note that in both cases there are already examples of colleagues who have become Senior Professional Tutors via these existing mechanisms. Fundamental to both routes is the understanding that they are *role* driven and that the University determines what roles are needed.

Route One

From time to time the University identifies the need for a G8 Senior Professional Tutor role at the University. This is where such a need has arisen as a result of a set of particular circumstances, for example the introduction of a new structure or course. It is sometimes the case that the role needed does not necessitate the appointment of a new member of staff, but rather presents an opportunity for an existing colleague to take on a higher level of responsibility, which may include some aspects of line and/or programme management. Where this happens, the Head of School, in consultation with the DVC, will arrange for the opportunity to be advertised internally. Given that there is a cost implication, as part of this process the standard ATR process will need to be completed. Applications will be assessed by a panel chaired by the Head of School who will recommend the appointment to the DVC. The assessment may include an interview.

Route Two

Any member of staff is free to ask for a grade review at any time and there is already a process in place to facilitate this via Personnel. Where such a review takes place, there are three possible outcomes. These are:

1. The review confirms that the role is at the grade at which it is already assigned;
2. The review confirms that the role is principally at the grade already assigned but that there are some few aspects of the role which stray into the higher grade;
3. The review confirms that the role is now at the higher grade.

Consequently:

¹ Paper as approved by USET, December 4 2020.

4. In the case of '1' above no further action is required;
5. In the case of '2' above *either* an allowance is agreed, *or* the colleague is informed that there has been unintended 'role drift'² and the higher levels of work should cease;
6. In the case of '3' above *either* the role is regraded at the higher level *or* the colleague is informed that there has been unintended role drift and the higher levels of work should cease.

While not frequent, there have been examples of this process that have already occurred at the University and this paper now formalises this route.

The Revd Canon Professor G C Newport, DPhil, DD (Oxon)
Deputy Vice-Chancellor

March 2021

² Managers are reminded by way of this note that unintended 'role drift' should be guarded against.