PROMOTION FOR ACADEMIC STAFF
Grades 7-9 (Teaching & Scholarship, Teaching and Research, Research)

GUIDANCE NOTES

INTRODUCTION

It is important that all staff within the University have confidence in the integrity of the implementation of the Promotions Procedures. It is recognised that equality, consistency and transparency can only be achieved if grading structures are readily understandable, clearly communicated, and consistently applied.

The University undertakes the process of anonymised applications for Promotions. Applicants are asked not to indicate their gender when completing the form. Applicants should use only their surname and Employee ID number and are asked where possible not to make references which would give an indication of their gender. The anonymity will cease once Role Analysts have done their scoring and promotions committees will review named applications.

These Guidance Notes are intended to supplement the information which is available in the Promotion Procedure and the National Academic Role Profiles (NARPs).

For further information, please contact either your Line Manager or Head of School or HR Partner.

CAREER TRACKS

Members of Academic, Research and Teaching staff can apply for promotion on one of the three career tracks within the University:

- Teaching & Scholarship
- Teaching & Research
- Research

Individuals seeking promotion on the Teaching & Scholarship track are expected to demonstrate their achievements primarily in the area of delivery, development and innovations in teaching and learning.

Individuals seeking promotion on the Teaching & Research track are expected to demonstrate their achievements in the areas of research and teaching & learning.

Individuals seeking promotion on the Research track are expected to demonstrate their achievements primarily in the area of research.

Please note that there is no 'Research-only' or 'Teaching-only' track – all career tracks require an appropriate balance of activities. The Promotions Procedure seeks to ensure 'parity of esteem between teaching and research, and recognition of associated activities'. Whilst applications must normally demonstrate a match at the higher level on both Elements 1 and 2 (unless the exemptions outlined in the Promotion Procedures apply), the different career tracks permit different types and levels of expectation for these two Elements.

PROMOTION CRITERIA

The Framework Agreement and the HERA scoring system permit all roles within the University to be evaluated equitably, consistently and transparently. The Promotions Procedure and the NARPs (National Academic Role Profiles) serve to motivate, incentivise and reward staff in line with institutional strategic aims and objectives.

The criteria for promotion across each career track are outlined in the Academic Role Profiles. It should be noted that applicants are expected to demonstrate an increase in responsibility, complexity, contribution and achievement and/or esteem in seeking promotion.

In considering the criteria for promotion, the *overall level of demand* is considered equally across all three tracks, in line with the principle of 'equal pay for work of equal value'. That is, irrespective of the career track, the *overall* level of individuals' responsibility, achievement, contribution, competency, knowledge, complexity and/or esteem is broadly equal. It should be noted though, that this will be reflected in different proportions across the 12 Elements.

COMPLETION OF THE APPLICATION FORM/STANDARD CV

It is important to note that the criteria for promotion (drawn from the NARPs) describe typical and representative reference points for roles; but, they are *indicative*, not *definitive*. They are intended to describe the demands and responsibilities required of most members of academic staff. Exceptions or untypical profiles can also be evaluated within these profiles. Therefore, the following points should be taken into consideration in completing the application form:

- there is no absolute ranking between the bullet points,
- there is no requirement to provide evidence against all of the bullet points,
- you may outline your evidence within each element as you wish, using whatever headings you feel are most appropriate to your circumstances.(The additional Guidance Notes below suggest a number of areas you might wish to consider)

Please ensure that the appropriate application form is completed for the grade and career track of post you are seeking promotion to. If you are unsure which application form is applicable in your case please seek advice from your Line Manager or HR Partner in advance of completion.

Upon consideration of your application for promotion, the Sub-Committee may recommend that you consider submitting an application on another career track. In these circumstances, you will be notified of the Sub-Committee's recommendation and provided with the opportunity to re-submit your application. Please note that you have the option to proceed with your original application if you wish.

Please note that there are suggested word limits for each section in the application form, applicants are permitted to exceed these limits where additional essential information is necessary, however, any form that exceeds the total word limit for the application (4100) will not be considered. Please try to be succinct and avoid repeating the same thing under different criteria. You <u>MUST</u> complete the Standard CV format adhering to the word limits. This will facilitate the panel in identifying fit with different levels.

1   TEACHING AND LEARNING SUPPORT (Essential Element)

Covers the development of the skills and knowledge of students and others who are not part of the work team. This may include providing instruction to students or others when they are first using a particular service or working in a particular area; carrying out standard training; the design and delivery of courses, involvement in the quality assurance agenda and the assessment and teaching of students.

You should highlight how you develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students eg by involving external partners in teaching through knowledge exchange, knowledge partnerships, collaborative studentships, student projects and by involving students in public engagement activities. You should also highlight your involvement in the development and promotion of innovative assessment methods.

When completing this section you may wish to consider the following:

What is your subject area or specialism?
Who do you teach, develop or provide with academic support?
Who decides on the content of the activity?
Is anyone else involved in providing teaching, development or learning support in this subject area?
Who designs and develops the course content?
Who else within the Institution is involved in teaching, training or learning support in the area?
Who decides on how the content is to be delivered?
How is the effectiveness of the teaching, training or support assessed?

2   RESEARCH AND SCHOLARSHIP (Essential Element)

Covers investigating issues, analysing information and carrying out research (both individual and collaborate research projects). This may include following standard procedures to gather and analyse data; identifying and designing appropriate methods of research; collating and analysing a range of data from different sources; and establishing new methods or models for research and setting the context for research.

You should outline your involvement in applications for external funding e.g. bids for research, consultancy and other additional funds and your success in securing income for and from knowledge exchange (eg spin out companies, licensing patents), knowledge partnerships and student recruitment through external grants and/or commercialisation activities.

You should highlight how you disseminate high quality research nationally and/or internationally and evidence of outputs being communicated to others in the field and/or to a wider audience e.g.via publication, making presentations or exhibitions at conferences and other similar events, involvement in programmes promoting public engagement activities such as public talks and discussions, engagements in festivals and popular and specialist media etc.

Individuals seeking promotion to Chair should demonstrate **sustained** contribution to research activities.

Individuals seeking promotion on the Teaching & Scholarship career track should highlight their contribution to pedagogic and/or disciplinary research which supports teaching activities as follows:

Pedagogical Research

You should outline your contribution to conducting research into learning and teaching methodologies and disseminating best practice within and out with the Institution e.g. your contribution to national/international debate about new approaches to teaching/learning/assessment policy, methods and practices as evidenced by publication, conference/seminar presentations and/or work with relevant national and/or international bodies, involvement in external quality audit (e.g. external subject review, QAA and Professional Body reviews), developing innovative approaches to teaching which have been adopted out with Aberdeen etc.

Disciplinary research which supports teaching activities

Your application should outline the impact of your disciplinary research on your contribution to learning and teaching. You should include evidence of your research outputs e.g. national and/or international publications and/or conference/seminar presentations, research grants etc. and how this work is relevant to your teaching at undergraduate and/or postgraduate level.

When completing this section you may wish to consider the following:

> *Who else is involved in the analysis and research?*
> *What data do you have available or need to obtain in order to achieve your research objectives?*
> *How do you obtain this data?*
> *How do you choose which method or approach to use?*
> *Who decides that the investigation or research is needed?*
> *Who decides program of research to be conducted?*
> *Who decides which funding routes to approach?*

3   COMMUNICATION

Covers communication through written, electronic or visual means and oral communication, in both informal and formal situations. This may include the need to convey basic factual information clearly and accurately; conveying information in the most appropriate format; and explaining complex or detailed specialist information. It is important to consider communication with individuals both internal and external to the University.

Oral communication may include participation in meetings and/or committees and the delivery of lectures.

Written communication may include the development of publications, grant applications, course material, exam questions, provision of feedback, references etc.

When completing this section you may wish to consider the following:

Oral Communication

Who do you talk to as part of your job?
What type of information is exchanged?
How do you decide what to say and when to say it?

Written Communication

Who do you write to (both internal and external to the University)?
What do you write?
How do you decide what to write and when to write it?
How do you structure the information?

4 LIAISON AND NETWORKING

Covers liaising with others both within and outside the institution and creating networks of useful contacts, including professional bodies, external examiner roles, conference/seminar presentations and public engagement activities. This may include passing on information promptly to colleagues; ensuring mutual exchange of information, knowledge, evidence and expertise; public engagement activities; influencing developments through one's contacts; contributing to the enhancement of research quality and thinking in the field by being involved in quality assurance; and building an external reputation.

You should consider the types of networks you develop and participate in, both internal and external to the University eg to identify sources of funding, contribute to student recruitment, secure student placements, market the institution, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.

When completing this section you may wish to consider the following:

Who do you liaise with and why?
Why is it important and how often does it happen?
What information do you typically pass on or receive?
What networks (if any) do you belong to and why?
What is the purpose of the network and what is your part in it?
What would happen if you were not part of this network?

5 MANAGING PEOPLE

Covers the development of the skills and knowledge of others in the work team. This may include the induction of new colleagues; coaching (formal and informal) and appraising any individuals who are supervised, mentored or managed by the post holder; and giving guidance or advice to one's peers or supervisor on specific aspects of work.

You should include a description of all duties which you undertake in relation to the day-to-day management/supervision of staff and students within your team, accompanied by a short explanation of the formal line management arrangements for those staff and students.

You should also provide information about how you have contributed to the Equality and Diversity agenda of the University in respect of how you have managed staff in areas such as recruitment, development/promotion with specific reference to any examples relating to discrimination, harassment and bullying, work-life balance, family friendly policies and reasonable adjustments for staff with disabilities.

When completing this section you may wish to consider the following:

What do you instruct, coach or guide others to do?
How do you do this?
Have you been trained in this aspect of the job?
Who identifies the learning needs of the team members and decides whether any one individual should receive training or development?
How do you assess whether learning has occurred?
How do you ensure the principles of Equality and Diversity/inclusion are fully embedded in your approach to managing people and how you deal with issues arising?

6   TEAMWORK AND MOTIVATION

Covers team work and team leadership when working in both internal and external teams. This may include the need to contribute as an active member of the team (including, where applicable, evidence of inter-disciplinary collaboration); motivating others in the team; promoting the Equality and Diversity agenda and providing leadership and direction for the team.

When completing this section you may wish to consider the following:

In which teams are you mainly involved?
What it is the function of these teams?
What are they working to achieve?
Who is in the team and what is your main function in it?
Who identified the need for the team and set it up?
Who is responsible for setting the direction of the work of the team?
How are team members encouraged and motivated?
What part do you take in promoting Equality and Diversity within the team and its activities?

7   PASTORAL CARE

Covers the welfare and wellbeing of students and staff within the institution, in both informal and formal situations. This may include the need to be aware of the support services available; giving supportive advice and guidance; and counselling others on specific issues.

When completing this section you may wish to consider the following:

Are you approached by others for help?
What are the typical issues or problems?
What do you do and how do you decide to do it?
Are you able to refer the other person to anyone else for help?
Did you have any training in this aspect of the job?
Is there any guidance material to help?

8   INITIATIVE, PROBLEM SOLVING AND DECISION MAKING

Covers the impact of decisions within the institution and externally and includes decisions taken both individually and through participation in University or external committees. This may include decisions which impact on one's own work or team (with reference to the level of autonomy in reaching decisions); decisions which impact across the institution; and decisions which could have significant impact in the longer term within or outside the institution. Also covers identifying or developing options and selecting solutions to problems which occur in the job. This may include using initiative to select from available options; resolving problems where an immediate solution may not be apparent using original thinking; dealing with complex problems; and anticipating problems which could have major repercussions for yourself, the individual and/or the Institution.

When completing this section you may wish to consider the following:

How are decisions made and who makes them?
What authority do you have to make decision without the agreement of others?
How do you take typical decisions and what are the results of making them?
Who else is involved in making your decisions and how do you contribute?
How regularly do you make these types of decisions?
Who or what do they impact and over what timescale?
What are examples of typical problems?
How often does this type of problem occur?
What do you do about them?
What options do you consider and how do you select the best course of action?
Do you have to generate new or creative approaches?
Do you undertake duties as a Role Analyst?

9   PLANNING AND ORGANISING RESOURCES

Covers organising, prioritising and planning time and resources, be they human, physical or financial. This may include planning and organising one's own work; planning work for others on day to day tasks or on projects; carrying out operational planning; and planning for coming years. It also covers the level of budgetary authority, course co-ordination, involvement in admissions processes, monitoring

quality of outputs, involvement in strategic/School planning processes and internal or external consultancy roles.

When completing this section you may wish to consider the following:

What do you plan and organise?
What resources are involved (eg people, equipment, money, etc)?
Who else is involved in creating or working on the plan?
What is the time scale?
How do you prioritise?
What may impact on the plan and what else do you have to take into account?
How is progress monitored?

10 SENSORY AND PHYSICAL DEMANDS

Covers the sensory and physical aspects of the job required to complete tasks. This may include physical effort, co-ordination and dexterity, using evidence to assess next actions; applying specialist/skilled techniques and co-ordinating sensory information; and high levels of dexterity where precision or accuracy is essential.

When completing this section you may wish to consider the following:

Do you use any tools or equipment?
Are you required to lift, carry or handle large or heavy objects?
Is any assistance given by others or in the form of special equipment?
Do you work in cramped, confined or difficult spaces or awkward positions?
How long did it take to learn or develop the skills and how were they acquired?

11 WORK ENVIRONMENT

Covers the impact the working environment has on the individual and their ability to respond to and control that environment safely. This may include such things as the temperature, noise or fumes, exposure to hazardous substances, health and safety responsibilities (including Radiation Protection Supervisors, Laser Protection Supervisors and General Safety Advisors), the work position and working in an outdoor environment.

When completing this section you may wish to consider the following:

Where do you work?
What is the environment like?
Do you take any special measures to reduce the risk or control the environment before or while working there?
Do you make use of any safety equipment or special clothing?
Who is responsible for controlling the environment and making sure that others working there are not at risk?
Who is responsible for the health & safety of people working there and decides that it is safe to work?
Do you undertake any additional duties as part of your role eg as a Radiation Protection Supervisor, Laser Protection Supervisor or General Safety Adviser?

12 EXPERTISE

Covers the relevant knowledge needed to carry out the job, however acquired, whether this is technical, professional or specialist. This may include the need for sufficient experience to carry out basic, day to day responsibilities; the need for a breadth or depth of experience to act as a point of reference for others; and the need to act as a leading authority as a nationally and/or internationally recognised expert in one's field or discipline.

When completing this section you may wish to consider the following:

What knowledge and experience, however gained, do you need to carry out your basic day to day responsibilities?
How do you apply the knowledge and experience?
How long did it take to obtain the required knowledge and experience?
How did you develop that knowledge and experience?
How often do you need to update that knowledge and experience?

Who routinely goes to you for advice or guidance?
What level of knowledge and experience would be required of the replacement, were you to leave your job?

13   EVALUATION REQUIREMENTS (FOR APPLICATIONS TO GRADE 8 AND GRADE 9)

If you are applying for promotion to Grade 8 or Grade 9 please refer to the document entitled 'Guidance on Evaluations for Promotion' for further information.

14   NOTIFICATION OF OUTCOME

You will be notified of the outcome of your application for promotion at the earliest opportunity.

If your application is successful you will be notified after the meeting of the Staff Promotion Sub-Committee.

If your application is unsuccessful you may be notified either:

(i) following the meeting of the Promotion Sub-Committee if your application is not supported at this stage; or
(ii) following the meeting the Staff Promotion Committee if not supported at this stage.

Please note that the Staff Promotion Committee has delegated authority from University Court to consider recommendations on promotion from all Promotion Sub-Committees and to approve recommendations on behalf of Court. You should not assume that your application for promotion is successful if you do not receive confirmation that it has not been supported after the Sub-Committee stage.