

Academic Progression Policy & Procedure (Lecturer / Senior Lecturer, Grade 8- 10)

2024-2027



Edge Hill
University

Academic Progression Policy & Procedure

This policy does not form part of employee’s contracts of employment and may be reviewed and amended subject to agreement by relevant parties.

This policy must be read in conjunction with the Code of Practice which overarches all the University’s policies and procedures and details generic aspects that apply to all of our policies and procedures.

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1. Introduction

1.1 Scope

This policy applies to the progression process for Grade 8-10 academic members of staff.

1.2 Aim of Policy and Procedure

The University recognises that in order to retain talented academic staff the opportunity for such staff to progress will be essential.

It is the aim of this policy and procedure to provide academic staff with guidance as to how the University will support and enable progression through the grading structure in a way which is managed fairly and consistently.

1.3 Principles

In line with the 2006 Pay Framework Agreement, the principles that will be applied in the operation of this procedure are that:

- It is fair, equitable and transparent
- It is applied consistently and fairly
- It maintains the key principle of equal pay for work of equal value in the longer term
- It is available and publicised to all staff

In addition, the principles that underpin the University's Equality Diversity & Inclusion Strategy (link [here](#)) will also be applied in the operation of this procedure.

1.4 Responsibility

The University aims to attract and retain an excellent academic workforce by applying a modern and flexible approach to academic career development. The development of academic staff and their career is principally the responsibility of the individual, working in partnership with their line manager / Head of Department / Director / Associate Dean / Dean.

In summary:

- Staff are expected to take an active role in their own development and engage with the support on offer.
- Managers are expected to ensure they are familiar with this policy and aware of their responsibility to consider the personal and professional development of their staff.
- Progression should be considered a part of operational planning. Therefore, resources should be made available to develop staff and those skills must be deployed appropriately.

1.5 Definitions

- **Progression**

There is no economic bar to progression for academic staff up to Grade 10 and therefore cost implications must be accommodated. However, progression to the next grade is not automatic. Individuals will need to demonstrate both their experience and capacity to fulfil the role of the grade above and will have needed to have completed their 12-month probation period.

- **Annual Incremental Progression**

Each grade contains a number of pay points and all employees should have a normal expectation of incremental progression from point to point up to a defined threshold, i.e. until they reach the top point in that grade, subject to satisfactory performance, on 1st August, each year in line with the evaluated grade for the role.

- **Promotion**

Promotion to roles graded 11 and above will be achieved on the basis of budget authorisation, contribution and open competition via either the recruitment process or promotion.

2. Progression Within Grade and to the Next Grade

2.1 Developmental support

The University gives a commitment to academic staff that they will be provided with opportunities to develop their skills, knowledge and expertise. Their development could be supported in any number of ways, for example:

- coaching, mentoring, 360 feedback
- researcher development programme
- learning & teaching training sessions
- knowledge exchange training and development
- work shadowing, secondment
- exposure to strategic projects and/or committees and other opportunities for external and cross-institutional engagement.

Further information can be found on the HR staff intranet page (link [here](#))

2.2 Career Development Discussions

When can they happen?

Career development discussions between the academic member of staff and their line manager can take place at any time. Career development discussions should also form part of annual performance review meetings.

What are they?

The aim of the career development discussion is to consider the individual's personal and professional development and to prepare them to take on higher level responsibilities in the longer term. This discussion should help the individual to assess the following:

- If they have gained the necessary experience and have the capacity to fulfil the responsibilities of the grade above OR
- If they have a strong case for accelerated incremental progression within their current grade

The underpinning ethos behind progression at the University is that the higher the grade the higher the expectations will be in terms of engagement, outputs and level of leadership responsibility. These are measured in multiple ways. The 'Examples of Evidence' provided in this document demonstrate how staff might potentially meet the criteria at each level and is a useful document for managers to refer to when having career development discussions.

In addition to this, staff might also consider:

- a mentor as someone useful in acting as a sounding board, adviser, critical friend, supporter or teacher AND/OR
- a coach as someone who supports you to achieve or to move closer to achieving your goals.

More information about the University's mentoring/coaching offer can be found [here](#).

2.3 Management-Led Business Case

It is recognised that roles within the University change and develop on a regular basis to meet business needs, and that this can in exceptional circumstances sometimes fall outside of the normal progression application window (see 2.7).

If a manager believes permanent changes to a role holder's responsibilities are likely to impact on pay or grading, then the manager will need to assess whether a management-led business case is the most appropriate course of action in line with principles set out in 1.3.

It is recommended that the manager seek guidance from their Human Resources Partner in the first instance regarding the above.

2.4 Higher Education Role Analysis (HERA)

Grading of all individual roles at Grades 8, 9 & 10 is underpinned by the HERA job evaluation process. Each standard academic job description has been scored using HERA to determine the relevant grade.

Academic roles are therefore not individually HERA evaluated as part of this process. Changes of grade are determined by the Progression Panel.

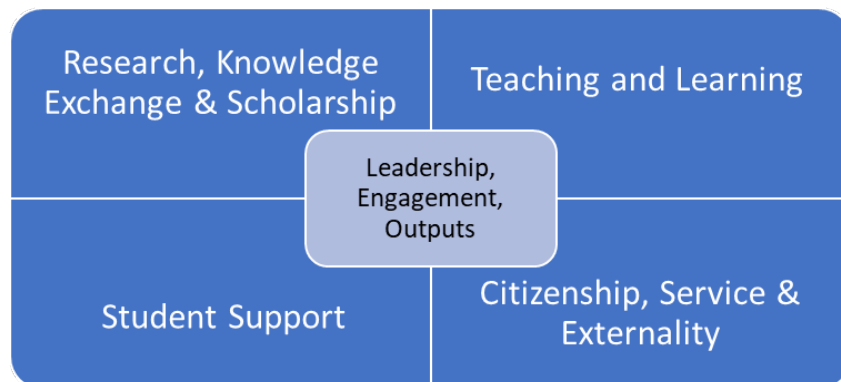
A member of the panel is HERA trained to provide advice and guidance to the rest of the panel on this aspect.

2.5 Accelerated Incremental Progression

The progression panel has the option to consider suitability for accelerated incremental progression within grade. It is awarded by the panel to applicants who have made exceptional progress within their current role / current grade against the application criteria (see 2.6).

2.6 Application Criteria & Example Evidence

The criteria for progression to the next grade covers four key areas of responsibility:



The applicant will be asked to provide supporting statements and supporting evidence as part of their online application which should reflect the above four key areas of responsibility, demonstrating their experience and capacity to cover the higher-level responsibilities within grade or of the next grade.

The underpinning ethos is that the higher the grade the higher the expectations will be in terms of **engagement, outputs** and level of **leadership** responsibility. These are measured in multiple ways and can be demonstrated by evidencing a wide range of job-related activities against each expectation e.g. the breadth of external engagement, or the impact of the sphere of influence or publications.

Progression between grades takes place on the basis that the individual demonstrates the capacity and experience to fulfil the responsibilities of the grade above. Your academic manager will discuss the appropriate expectations with you in your career development discussion and annual performance review.

There is a standard job description and person specification for each of the grades. The person specification for each grade is provided below to help guide you. In addition to this, there is a table covering each of the four key areas of responsibility where you can find indicative, although not exclusive, examples (at each grade) of the types of evidence likely to support claims:

Grade 8 Lecturer (Teaching, Student Support and Research) Person Specification

		Essential	Desirable	
Qualifications				
1.	A good relevant honours degree or equivalent qualification and experience of Higher Education learning	*		
2.	PhD or equivalent (normally by publication but where appropriate through professional achievement of a comparable nature)	*		
3.	HE teaching qualification, or commitment to achieve one within two years of appointment	*		
Knowledge & Skills				
4.	Relevant knowledge of Higher Education curricula or other evidence of the ability to be or become an effective, research-informed teacher and assessor across the range of taught levels appropriate to the post	*		
5.	Excellent, effective and adaptive teaching skills underpinned by sound pedagogical principles	*		
6.	Developing breadth and depth of subject knowledge and evidence of continuing professional development	*		
7.	Evidence of ability to work in a team and the emotional intelligence to support students in their studies through academic tutoring	*		
Experience				
8.	Ability to support the diverse academic and personal needs of individual students	*		

9.	Proven capacity to conduct and publish research or contributions to professional practice, ability to engage in academic and professional networking through active membership of associations, societies and professional bodies (This criterion assumes you have or aspire to having significant responsibility for research)	*		
10.	Excellent communication skills, both written and verbal, and excellent interpersonal skills with the ability to liaise effectively with colleagues, students and external stakeholders.	*		
11.	Ability to work on one's own initiative, to reflect on one's own skills and knowledge, and to seek opportunities to develop	*		
Competencies and Personal Attributes				
12.	Enthusiasm	*		
13.	Commitment	*		
14.	Team working	*		
15.	Good interpersonal skills	*		
16.	Flexibility and adaptability	*		

Grade 8 Lecturer (Teaching, Student Support and Research) Example Targets & Evidence

	Teaching & Learning	Student Support	Research, Knowledge Exchange & Scholarship	Citizenship, Service and Externality
Grade 8 Lecturer	<ul style="list-style-type: none"> • Effective teaching underpinned by sound pedagogical principles; • Excellent and adaptive teaching; • Teaching underpinned by research and/or scholarship; • Involvement in assessment and marking; • Developing a portfolio of effective high quality and innovative teaching at undergraduate and post graduate level 	<ul style="list-style-type: none"> • Effective student support; • Establish effective student engagement across the spectrum of student welfare, progression, examination and assessment; 	<ul style="list-style-type: none"> • Early career researcher; • Emerging independence as a researcher • Member of PGR supervisory team • Demonstrable and active engagement in research, leading to outputs 	<ul style="list-style-type: none"> • Establish professional and academic networks • Manage all administrative and student related matters within the scope of your teaching; • Take an active role in student recruitment activities.
<i>Personal development targets (in Grade)</i>	<ul style="list-style-type: none"> • Increased teaching commitments; • Effective design, delivery and assessment of courses and materials; • Take responsibility for marking and is significantly involved in the assessment process; • Active involvement in curriculum development; • Plans and organizes aspects of module delivery; 	<ul style="list-style-type: none"> • Act as personal tutor; • Demonstrating a student centred approach; 	<ul style="list-style-type: none"> • Showing evidence of working towards publication of research in peer reviewed journals which usually align with teaching areas; • Achievement of at least one small research grant (as main or co-applicant) • Engage with Researcher Development Programme including training for new supervisors 	<ul style="list-style-type: none"> • Works effectively with external stakeholders; • Contributes to the departmental activities, business, project management and/or enterprise.
<i>Examples of personal development targets (for progression*)</i>	<ul style="list-style-type: none"> • Demonstrate effective contribution to teaching; • Mentor staff i.e. GTAs (as assigned); 	<ul style="list-style-type: none"> • Supervising a PhD student; • Demonstrate capacity act as a personal tutor to a number of students; 	<ul style="list-style-type: none"> • Publishing research in peer reviewed journals which align with teaching areas. • Demonstrate ability to supervise other researchers 	<ul style="list-style-type: none"> • Make effective contribution to management and administration within your discipline;

	<ul style="list-style-type: none"> • Increased involvement in module leadership activities; • Act as a module leader (with support) • Demonstrate capacity to be sole or joint module leader for either a complex team-taught module or several individual modules. 	<ul style="list-style-type: none"> • Develop capacity for innovative, research-led teaching and approaches to student support and guidance. 	<ul style="list-style-type: none"> • Engagement with knowledge exchange and impact activities related to research area • Successful attainment of grants 	<ul style="list-style-type: none"> • Initiate and participate in appropriate activities of widening participation, outreach, business engagement and innovation.
<i>Examples of evidence for progression</i>	<ul style="list-style-type: none"> • Good module evaluation and formal peer observations/reviews • Hold active role in requisite design, review and QA processes • Recognised expertise in the subject matter being taught 	<ul style="list-style-type: none"> • Good student feedback • Student progression, pass rates, attrition rates 	<ul style="list-style-type: none"> • Research outputs: Publication (or acceptance for publication) of research outputs in peer-reviewed journals, books, etc (or equivalent for Practice as Research) • Research awards: Submitted at least two external funding applications for significant grants that have been reviewed as fundable by internal peer review process. • Presentation of work at conferences 	<ul style="list-style-type: none"> • Validation & Audit Sub-Committee Standing Panel member • Evidence of engaged research (e.g. working with partners such as user communities, members of the public, private, public or voluntary organisations, industry)

Grade 9 Senior Lecturer A (Teaching, Student Support and Research) Person Specification

		Essential	Desirable	
Qualifications				
1.	A good relevant honours degree or equivalent qualification and experience of Higher Education learning	*		
2.	PhD or equivalent (normally by publication but where appropriate through professional achievement of a comparable nature)	*		
3.	HE teaching qualification, or commitment to achieve one within two years of appointment	*		
4.	Advance HE Fellowship, or commitment towards	*		
Knowledge & Skills				
5.	A well-developed breadth of subject knowledge and a record of successful engagement with professional development opportunities	*		
6.	Successful record of having developed and used to good effect, flexible and innovative approaches to the design and execution of teaching, learning and assessment	*		
Experience				
7.	Significant experience of innovative undergraduate and postgraduate teaching in higher education	*		
8.	Experience of securing and undertaking externally funded research and/or enterprise activity, where appropriate		*	
9.	Proven ability to support the diverse academic and personal needs of individual students	*		

		Essential	Desirable	
10.	Evidence of research publication activity in peer reviewed research journals for those with significant responsibility for research	*		
11.	Evidence of having developed successfully networks with colleagues, students and external stakeholders	*		
12.	A record of having developed the student employability agenda in the department/institution through networking, employer engagement and student learning		*	
Competencies and Personal Attributes				
13.	Enthusiasm	*		
14.	Commitment	*		
15.	Team working	*		
16.	Good interpersonal skills	*		
17.	Flexibility and adaptability	*		

Grade 9 Senior Lecturer A (Teaching, Student Support and Research) Example Targets & Evidence

	Teaching & Learning	Student Support	Research, Knowledge Exchange & Scholarship	Citizenship, Service and Externality
Grade 9 Senior Lecturer A (Building on demand in Grade 8 Lecturer)	<ul style="list-style-type: none"> • Participate fully in curriculum development and design at modular level; • Develops learning and teaching strategies across aspects of a course; • Take responsibility for marking and the assessment process; • Leads on quality assurance and evaluation and ensures effective feedback is obtained; • Contributes to the governance of professional standards; • Demonstrates and promotes effective and high-quality teaching and learning; • Increased involvement in module leadership activities; • Act as a sole or joint module leader for either a complex team-taught module or several individual modules (with support). 	<ul style="list-style-type: none"> • Supervising PhD students; • Act as a personal tutor to a number of students; • Developing innovative, research-led teaching and approaches to support student learning and engagement. 	<ul style="list-style-type: none"> • Publishing high quality outputs in well-regarded outlets (or equivalent for Practice as Research) • High-quality PGR supervision – attaining supervisory completions • Establishing collaborations and networks both internally and externally • Engaging in well-targeted impact activity to ensure that research findings reach the right audience • Attainment of external funding • Supervising and managing research projects and postgraduate research students; 	<ul style="list-style-type: none"> • Taking a more leading and skilled level in the role of curriculum delivery and organisation, including teaching; • Lead departmental working groups/take responsibility for areas of work such as a departmental Athena SWAN application; • Takes part in mentorship for new colleagues. • Initiating and participating in appropriate activities of widening participation, outreach, business engagement and innovation; • Developing operational external links and managing relationships with key stakeholders; • Participate fully in faculty business, project and enterprise
<i>Personal development targets (in Grade)</i>	<ul style="list-style-type: none"> • Assumes higher level responsibility for assessment and 	<ul style="list-style-type: none"> • Takes an advisory role in the support of complex cases of support; 	<ul style="list-style-type: none"> • Publish research outputs of peer-reviewed high quality; 	<ul style="list-style-type: none"> • Leading role curriculum delivery and organisation including teaching, at

	<p>academic quality e.g. moderation, liaison with the external examiner;</p> <ul style="list-style-type: none"> Participate fully in curriculum development and design at modular <u>and</u> programme level 	<ul style="list-style-type: none"> Responding to student feedback; 	<ul style="list-style-type: none"> Demonstrate a record of external grant funding applications that have been reviewed as fundable; 	<p>modular (and smaller programmes) level;</p> <ul style="list-style-type: none"> Help support and develop others and act as a mentor to colleagues and research staff; Participating in wider professional activities
<i>Examples of personal development targets (for progression*)</i>	<ul style="list-style-type: none"> Act as a sole or joint module leader for either a complex team-taught module or several individual modules Playing a lead role in curriculum development and design; Engaging with peer observation and liaising effectively with Programme Leaders; Undertaking External Examiner roles; Demonstrating potential to take on educational leadership roles. 	<ul style="list-style-type: none"> Achievement in promoting student satisfaction; Successfully promoting and supporting student engagement 	<ul style="list-style-type: none"> Applying for and being successful in obtaining grant funding, including developing knowledge and understanding of a range of funders; Able to demonstrate how grant activity will contribute to the overall financial sustainability and prosperity of unit of assessment. 	<ul style="list-style-type: none"> Managing any secured grants; To take a more leading and skilled level in the role of curriculum delivery and organisation including teaching, at programme levels. Engagement with research impact activities; Examples of external engagement, project leadership; partnership relationships
<i>Examples of evidence for progression</i>	<ul style="list-style-type: none"> Good module evaluation and formal peer observations/reviews Hold active role in requisite design, review and QA processes Student achievement and external examiners' reports 	<ul style="list-style-type: none"> Good module evaluation Nomination for Students' Union Teaching Awards Mentoring students Leading initiatives to support the development of students 	<ul style="list-style-type: none"> Research outputs: publication (or acceptance for publication) of quality outputs since appointment; Research awards: Successful in obtaining at least one external funding application for significant grants. 	<ul style="list-style-type: none"> Advanced draft or submitted case study (in lieu of publications); External roles with professional/subject organisations, external committees, journal editing/reviewing; Active membership of professional institutions

**It is recognised that you may not have the opportunity to undertake all of the examples given above. Your academic manager will discuss the appropriate expectations with you in your career development discussion and annual performance review. The expectations agreed for you will be recorded and shared with you by your academic manager.*

Grade 10 Senior Lecturer B (Teaching, Student Support and Research) Person Specification

		Essential	Desirable	
Qualifications				
1.	A good relevant honours degree or equivalent qualification and experience of Higher Education learning	*		
2.	PhD or equivalent (normally by publication but where appropriate through professional achievement of a comparable nature)	*		
3.	HE teaching qualification, or commitment to achieve one within two years of appointment	*		
4.	Advance HE Fellowship, or commitment towards		*	
Knowledge & Skills				
5.	Successful record of having developed, used and disseminated good practice of flexible and innovative approaches to the design and execution of teaching, learning and assessment initiatives	*		
6.	Demonstrate ability to influence, advise, guide and mentor others and confidently challenge thinking and foster debate, and encourage the development of intellectual reasoning and rigour	*		
7.	Ability to reflect on own skills and knowledge, and to seek opportunities to develop	*		
Experience				
8.	Very significant experience of innovative undergraduate and postgraduate teaching in higher education, especially in the relevant subject area	*		

		Essential	Desirable	
9.	Evidence of leading teams, internally and externally, with the sound emotional intelligence required to work effectively with other people	*		
10.	Proven ability to support the diverse academic and personal needs of individual students	*		
11.	Experience of securing and undertaking substantial externally-funded research and/or enterprise activities, where appropriate	*		
12.	Proven ability to support the diverse academic and personal needs of individual students, and to disseminate good practice in this respect	*		
13.	Evidence of research publication activity in peer reviewed journals (for those who have significant responsibility for research)	*		
14.	Evidence of having developed successfully and lead to good effect networks with colleagues, students and external stakeholders, e.g., to promote student employability	*		
Competencies and Personal Attributes				
15.	Enthusiasm	*		
16.	Commitment	*		
17.	Team working	*		
18.	Good interpersonal skills	*		
19.	Flexibility and adaptability	*		

Grade 10 Senior Lecturer B (Teaching, Student Support and Research) Example Targets & Evidence

	Teaching & Learning	Student Support	Research, Knowledge Exchange & Scholarship	Citizenship, Service and Externality
Grade 10 Senior Lecturer B (Building on demand in Grade 9 Senior Lecturer A)	<ul style="list-style-type: none"> • Sustained full engagement with teaching portfolios • Playing a lead role in curriculum development and design; • Engaging with peer observation and liaising effectively with other Programme Leaders; • Acts as course leader/ Cohort Leader for (large programmes) etc. 	<ul style="list-style-type: none"> • Effectively and consistently promoting student satisfaction; • Leading initiatives to promote and support student engagement; • Designing and evaluating student engagement mechanisms; 	<ul style="list-style-type: none"> • Record of producing high-quality research outputs (or equivalent for Practice as Research) and increasingly recognised as a leader in the field • Engagement with research users to increase impact of research and to help • Sustained record of applying for and being successful in obtaining grant funding; • Grant activity contributing to the overall financial sustainability and prosperity of unit of assessment • Record of sustained, successful PGR supervision • Act as principal investigator and lead on collaborative bids at mid-career level; • Engagement with research impact activities 	<ul style="list-style-type: none"> • Managing any secured grants; • To take a more leading and skilled level in the role of curriculum delivery and organisation including teaching, at programme levels. • To lead on departmental initiatives such as Athena SWAN applications • Engagement with research impact activities • External roles with professional/subject organisations, external committees, journal editing/reviewing; • Project leadership; • external collaborations; local and national professional networks; • engagement in professional strategy building; • Invited consultancy in workforce development with partner organisations.
<i>Personal development targets (in Grade)</i>	<ul style="list-style-type: none"> • Taking on educational leadership role beyond module level (with support) • Takes responsibility for evaluating a course and 	<ul style="list-style-type: none"> • Acts as PG taught supervisor • Leading coordination and effective positive student experiences • Programme pass rates/progression rates 	<ul style="list-style-type: none"> • Evidence of increasing success in research (e.g. as evidenced by peer reviewed publication, external funding, esteem indicators); 	<ul style="list-style-type: none"> • Lead and develop research/enterprise projects; • Manages significant partnerships with external organisations.

	<p>makes significant contribution to Autumn monitoring and Spring planning.</p> <ul style="list-style-type: none"> • Plays an active leadership role in the governance of professional standards • Showing ability for pedagogic leadership (<i>T&L route</i>); 		<ul style="list-style-type: none"> • Grant activity significantly contributing to the overall financial sustainability and prosperity of unit of assessment; • Makes a significant contribution to a research theme if appropriate; • Sustain and develop research profile; • Showing ability for research leadership (<i>Research route</i>); • Acts as a professional consultant to service provider partners. 	<ul style="list-style-type: none"> • Lead and accept responsibility for programmes of work or projects. • External collaboration and relationships at a strategic level. • Oversees mentorship arrangements for new colleagues and evaluates the effectiveness of these arrangements. • Faculty and Institutional engagement with a range of institutional committees; • Manage partnership relationships.
<i>Examples of personal development targets (for progression*)</i>	<ul style="list-style-type: none"> • Taking on educational leadership roles • Demonstrating high level of achievement in effectiveness of teaching; • Local and national impact of own teaching design and underpinning pedagogy (<i>T&L route</i>); 		<ul style="list-style-type: none"> • Demonstrating high level of achievement in research (and original work <i>for Research route</i>); • Proven record of grant activity contributing to the overall financial sustainability and prosperity of unit of assessment; • Effective supervisory activities (<i>Research route</i>). 	<ul style="list-style-type: none"> • Programme, project, enterprise or research leadership. • Leadership of research themes or activities (e.g. impact coordinator) • Evidence of engagement with the wider academic community
<i>Examples of evidence for progression</i>	<ul style="list-style-type: none"> • Range of evaluations including students, peers, external observers/reviewers (<i>T&L route</i>); • Teaching impact on other educations or national policy (<i>T&L route</i>); 	<ul style="list-style-type: none"> • Excellent student success or learning gain indicators (<i>T&L route</i>); 	<ul style="list-style-type: none"> • Quality research/scholarly publications; • External research funding awarded, ideally from research councils and major charities (<i>Research route</i>); • External roles (by invitation, including acting as external examiner for PhDs) in other 	<ul style="list-style-type: none"> • External board or committee membership; • Roles with research councils, funding bodies, charities, academic journals/publishers (<i>Research route</i>); • Invitations to work in partnership with service partners; providing expert

			universities/institutes (<i>Research route</i>). <ul style="list-style-type: none"> • Successful PhD completions 	advice; professional advisory roles.
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**It is recognised that you may not have the opportunity to undertake all of the examples given above. Your academic manager will discuss the appropriate expectations with you in your career development discussion and annual performance review. The expectations agreed for you will be recorded and shared with you by your academic manager.*

2.7 Application Window

The window for applications is normally the month of April. When the annual progression round is launched, academic members of staff will have one calendar month in which to complete and submit their application via the Edge Hill job vacancies page.

2.8 Role of the Progression Panel

First applications will first go to the Head of Department for endorsement / verification of evidence.

Once line manager endorsement / verification of evidence has taken place, the application will normally go to the progression panel.

The progression panel itself is normally made up of Deans / Associate Deans / the Director of Human Resources or the Deputy Director of Human Resources.

The progression panel will consider the standard of the evidence found within the individual's application and reach a final decision using the criteria indicated in 2.6. All panel members must have completed equality & diversity and unconscious bias training.

2.9 Application Outcome

The potential outcomes of the evaluation are:

- (a) The verified evidence provided supports progression to the next grade.
- (b) The verified evidence provided does not support progression to the next grade.
- (c) The verified evidence provided supports accelerated progression within grade.

If successful, the Finance department will make the necessary adjustments to the applicant's grade and pay, and a new job description will be issued.

Any increase in pay will be effective from the 1st of August.

If the verified evidence does not support progression, details of how to book a feedback meeting will be provided in the outcome letter.

3. Right of Appeal

To exercise the right of appeal the employee should, within 10 working days of the date of the letter advising of the outcome, write to Human Resources (HRAdvisory@edgehill.ac.uk) outlining the reason for the appeal.

Human Resources will nominate an Appeal Manager who has not previously been involved, and who has a knowledge and understanding of the relevant policy to impartially consider the appeal.

The Appeal Manager will neither re-assess the candidate, nor appraise the

professional judgement of the assessors or the members of the panel but will consider whether the procedure has been properly applied. Appeals may only be made on the grounds of procedural irregularity and **not on grounds relating to academic judgement.**

Following receipt of an appeal the staff member will be invited, in writing, to attend an appeal meeting.

3.1 Appeal Meeting

The staff member will have the right to be accompanied to the appeal meeting by an Edge Hill colleague or union representative.

At the meeting the staff member will present their case to the Appeal Manager. A member of the HR will also be present to advise on policy and procedure.

In order to seek clarity as to why the original decision was reached the Appeal Manager may meet with key personnel involved in the decision-making process.

3.2 Appeal Outcome

The decision of the Appeal Manager will normally be conveyed to the staff member in writing within 10 working days of the last meeting conducted by the Appeal Manager.

If the Appeal is not upheld, the original decision will stand.

If there is to be a delay in any stage of the procedure for any reason the staff member will be notified in writing.

4. End matter

Title	Academic Progression Policy & Procedure
Owner	Human Resources
Approved by	ACDIG
Date of Publication	20/02/24
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