

DRAFT Academic Grade 8 Promotions Criteria

GUIDANCE

Excellence in Student Education

The criteria in bold text below set out what you need to demonstrate for entry level to academic grade 8 if you focus primarily on student education activity. Further guidance can be found below to help you select appropriate evidence for each of these. Where examples are given you should note that these are not exhaustive. They are there to illustrate the types of activity that fit the criterion described.

Section A

Please address **all** criteria in this section to demonstrate that:

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| SEA1 | <p>You are recognised within your faculty or school for high quality delivery, development and innovation in taught student education and the student experience.</p> <p><i>Context/additional information:</i> Give examples of how you have been recognised for such activities.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">• Having made a contribution to the understandings of a given area of curriculum or pedagogy or assessment.• Recognition through participation on school student education working groups. |
| SEA2 | <p>You communicate and disseminate good practice in student education.</p> <p><i>Context/additional information:</i> Communication and dissemination may take the form of publications, in which case they should be in high quality outputs. Dissemination can be through textbooks with well-respected publishers and how it has been received in peer institutions as well as through conferences and seminars.</p> |
| SEA3 | <p>You have made a high quality contribution to taught student education and the student experience, providing effective personal tutoring or other support and guidance to students.</p> <p><i>Context/additional information:</i> Your Academic CV should provide information on your contribution* to taught student education and/or student experience. Please use this section to describe how your research has influenced your teaching and allowed you to develop a research-led teaching approach.</p> |
| SEA4 | <p>You have independently managed the development of significant components of a teaching programme or co-curricular activities, and contributed to the review and development of the curriculum.</p> <p><i>Context/additional information:</i> This criterion requires evidence that you have the ability to manage as well as contributing to the curriculum. It is expected that in many cases this will be demonstrated by having taken on the role of module co-ordinator, but where that opportunity has not been available, you should provide evidence of equivalent levels of managing teaching and learning.</p> |
| SEA5 | <p>You have contributed to teaching, learning and assessment policy and practice within the discipline or subject area.</p> <p><i>Context/additional information:</i> Describe how you have been involved in teaching, learning and assessment.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">• Contributing to the overall curriculum development in the School. |

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| | <ul style="list-style-type: none"> • Designing and developing significant components of a teaching programme. |
| SEA6 | <p>You contribute to the quality of the student experience making a positive impact on student learning.</p> <p><u>Context/additional information:</u> Evidence should demonstrate how the activities you have been involved in have resulted in a positive impact on student learning, including employability.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Being part of working group to improve the quality of the broader student experience within the school. • Contributing to the development of a new approach to an aspect of the student experience. • Making a significant contribution to an aspect of student support or experience with a positive impact on student learning or employability. |
| SEA7 | <p>You are part of the wider academic or professional community, making a contribution to groups and networks to facilitate discussion or application of pedagogical developments.</p> <p><u>Context/additional information:</u> Describe how you have been involved in such activities within the wider academic or professional community through groups and networks.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Developing networks supporting pedagogical development and innovation in the subject area/HE. • Developing relationships with external clients to curriculum design for executive education or CPD. • Active involvement in external subject networks. • Internally influencing curriculum design – e.g. work with other areas to develop curriculum design. |
| SEA8 | <p>You have a clear plan of future pedagogic research or development of teaching practice and policy which reflects the University's direction.</p> <p><u>Context/additional information:</u> Outline your on-going plans for future scholarship, development and academic activity relating to teaching, pedagogical practice or policy development, including plans for resourcing of this programme, outputs and the dissemination of the work.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Details of a coherent personal development plan for your research into student education or programme of development activity with specific objectives and timescales including external funding, the resources/teams required and the strategy for outputs or dissemination. |
| SEA9 | <p>You have taken forward initiatives, possibly as a member of a team.</p> <p><u>Context/additional information:</u> Describe how you have implemented changes or activities as part of a team or on your own.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Taking on specific coordinating roles such as local seminar convener, coordinating fieldwork or student placements. • Taking on specific academic administrative roles. • Participating in the committee structures of the school. • Participating in working groups. |

Section B

Choosing 3 of the following criteria, please demonstrate that:

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| SEB1 | <p>You conduct research, systematic investigation or other ongoing academic activity relating to learning and teaching.</p> <p><i>Context/additional information:</i> Evidence for this criterion can relate to learning and teaching approaches specific to the discipline or more generally, research which may include action research.</p> <p><i>Please refer to your Faculty Local Benchmark document for further context.</i></p> |
| SEB2 | <p>You have contributed to public or education engagement activities within your academic area.</p> <p><i>Context/additional information:</i> Describe how you have helped to raise the profile of the University or your academic area through your activities.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">• Contribution to external public events, exhibitions, lectures and educational workshops to promote work in your academic area.• Involvement with a range of local, regional and national stakeholders and bodies to promote your academic area. |
| SEB3 | <p>You engage in external collaboration in any aspect of your academic role.</p> <p><i>Context/additional information:</i> Give examples of how you have been involved in external activities outside of the University.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">• Contributing to specific partnerships with external groups.• Active involvement with an external company, providing input into the development of particular processes or products. |
| SEB4 | <p>You have contributed to obtaining the resources to successfully undertake research activity, which may be through bids for grants or other awards as appropriate to the discipline.</p> <p><i>Context/additional information:</i> Describe your contribution to a growing portfolio of obtaining resources as appropriate to the discipline (for example but not restricted to external funding, internal awards/grants, access to an archive, building resources).</p> <p>Note: as there is an increasing and welcome focus by the University on collaborative and potentially interdisciplinary research, individual contributions as part of a team are entirely appropriate and can be used as evidence – please ensure you describe your distinctive contributions to research, grant applications and publications arising from these collaborations.</p> <p><i>Please refer to your Faculty Local Benchmark document for further context.</i></p> |
| SEB5 | <p>You have successfully undertaken a programme of original research and have a record of disseminating your research in quality publications or other media.</p> <p><i>Context/additional information:</i> Describe your involvement in a programme of original research or innovation, and your specific responsibilities and explain how you have made a contribution to a research area through your outputs. Evidence should include development of appropriate research methodologies to address specific research questions.</p> |

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| | <i>Please refer to your Faculty Local Benchmark document for further context.</i> |
| SEB6 | <p>You explore and develop opportunities for translational activity, possibly in collaboration with others.</p> <p><u>Context/additional information:</u> Describe how you have been involved in translational activity through using your research findings. Alternatively, describe how your research has translated into various practical applications.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Having provided information and advice to practitioners or policy makers to help develop practice, guidelines, policy. • Having developed a new technique which has been adopted by external stakeholders. |
| SEB7 | <p>You contribute to effective PhD student supervision, where appropriate.</p> <p><u>Context/additional information:</u> Your Academic CV should provide information about your record as a PhD or equivalent supervisor and there is no need to repeat that information in your application form. If you wish, you may use this section to describe any particular features of this area you would like to raise with the promotion panel.</p> |
| SEB8 | <p>You establish internal and external contacts to facilitate the exchange of ideas on an ongoing basis.</p> <p><u>Context/additional information:</u> Describe how you exchange ideas through developing contacts.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Developing networks supporting development and innovation in the subject area/HE. • Developing relationships with external clients to shape curriculum design for executive education or CPD. |
| SEB9 | <p>You provide leadership and direction to a body of people or an area of work.</p> <p><u>Context/additional information:</u> This can be demonstrated through management of a team or responsibility for specific areas of organisational activity within the School or a project.</p> |
| SEB10 | <p>You routinely provide mentoring or support to colleagues helping them to develop or improve.</p> <p><u>Context/additional information:</u> Evidence should demonstrate experience of mentoring or supporting colleagues.</p> |

Notes for applicants:

- in considering the ‘continued record’ or ‘contribution’ in these criteria, panels will make appropriate recognition of individual circumstances such as career breaks, maternity leave, long term illness and other significant events that may affect the applicants work as well as periods outside academia where funding, publication, PhD supervision and student education opportunities may be limited.
- the norm is that applicants will address all criteria in Section A and the required number from section B. However, we recognise that there may be justified cases where a different mix of criteria may be appropriate. If you feel that you cannot fully meet one (or more) of the criteria in Section A but that you can demonstrate an equivalent level of contribution against one (or more) than the required number of criteria in Section B, please discuss this with your HR Manager in the first instance.