



ACADEMIC PROFILE

PROFESSOR (EDUCATION) *

TEACHING AND SCHOLARSHIP

| TEACHING AND SCHOLARSHIP | | |
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| | Role Criteria – Professor (Education) | Types of Evidence |
| Output | <ul style="list-style-type: none"> Established scholar as evidenced by contributions to the advancement of knowledge and understanding, and/ or its creative or professional application in the field of teaching and learning at an international level. Continued record of outputs that have influenced the discipline and/ or the practice of teaching/ improved the student experience within the subject area. | <ul style="list-style-type: none"> Sustained record of publications in high quality, internationally recognised journals contributing to the conceptual and/or practical development of the discipline. Publication of student text books. Editorship of conference or workshop proceedings. Sustained record of publications in peer-reviewed conference proceedings and/ or professional magazines. Publication of highly-regarded teaching materials and evidence that they are used in comparable research-intensive institutions nationally and, where appropriate, internationally. Authorship of practice manuals for external use. Staging of international exhibitions or performances. Successful international conference organisation. Sustained track record of invited and keynote presentations. Presentations at international conferences, workshops and other fora of significance. |
| Income | <ul style="list-style-type: none"> Continued record of leading successful bids for national or international grants or other awards, as appropriate to the discipline. Management of significant projects appropriate to the mode of scholarship being carried out, ensuring completion within appropriate timescales and budgets. Typically securing income of c. 100k in total over the last 6 years for developments in teaching and learning. | <ul style="list-style-type: none"> Sustained record of obtaining external funding for research, educational development, knowledge transfer or outreach activity, as appropriate to subject area. Successful delivery as PI of peer-reviewed, funded projects, appropriate to the area. Delivery of professional training courses. Evidence of sustained ability to attract significant new clients and/ or repeat business for executive education or CPD. |
| Esteem | <ul style="list-style-type: none"> Significant contribution to the University's national/international profile in teaching. Recognised international expert in subject field. | <ul style="list-style-type: none"> Fellowship of subject specific society. Track record of regular invited talks at national/international conferences/events and/or UK HEIs in relation to teaching and/or the scholarship of teaching. |

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| | <ul style="list-style-type: none"> Invited assessor or reviewer for universities or professional or public bodies. | <ul style="list-style-type: none"> Track record of leading workshops/ seminars for national bodies such as the HEA and QAA. Record of specialised external consultancy, e.g., QAA assessor. Membership of education or training committees of professional institutions and/ or public bodies. Involvement with national discipline and professional bodies. Record of external examining at UG, PGT level. National teaching awards. |
| Impact | <ul style="list-style-type: none"> National or international collaborations with individuals or groups on education-related matters. Non-academic impact as defined by REF. Provision of high level expertise to external parties, delivering demonstrable and attributable impact in terms of user benefits and outcomes. | <ul style="list-style-type: none"> Establishment and leadership of joint projects to develop international guidelines on research into a particular field to improve partnership working. Chair of the Executive Committee of a particular Society and leading the development of a more strategic approach on the discipline. Production of material which results in the development and introduction of government guidelines on a particular area/subject. |
| Supervision | <ul style="list-style-type: none"> Student supervision as primary and secondary supervisor. Supervision or mentoring of staff. | <ul style="list-style-type: none"> Evidence of having sustained, successful PhD supervision as first supervisor, or other kinds of successful supervision, e.g. MA dissertations. Evidence of the provision of high quality student support through distinctions/awards earned by students for work supervised by the applicant. Record of effective supervision and mentoring of teaching-related or other staff. |

EDUCATION

| | Role Criteria – Professor (Education) | Types of Evidence |
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| Quality of Delivery | <ul style="list-style-type: none"> Excellent standard of teaching performance at undergraduate and/or postgraduate levels (which might include CPD provision) as judged by evaluation methods, including student feedback and peer-review, at a load in accordance with the School Workload Model. Responsiveness to issues raised in/for the School e.g. through NSS, FYSE, SYSE, PTES; meeting School targets for assessment and feedback; student recruitment and retention, employability; reflection on teaching activity. Effective delivery of own teaching, and participation in the assessment and quality assurance of programmes, modules or equivalent components of the taught portfolio. | <ul style="list-style-type: none"> Higher Education Academy Membership/ PGCHET (or equivalent). Evidence of continuing professional development. Delivery of effective teaching as evidenced by positive feedback received from students, colleagues and external examiners. Evidence of contribution to the successful delivery or enhancements of particular modules. |

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| Student Engagement | <ul style="list-style-type: none"> • Responsibility for enhancing the quality of learning opportunities within the School/ Institute, aligning student learning needs with learning opportunities to enhance the quality of the student experience. • Provision of support and guidance to students, taking into account individual circumstances, working to resolve issues and recognising when and how to involve specialist parties. • Responsibility for reviewing his/ her own teaching activities, to ensure that learning outcomes are effectively achieved, taking account of feedback received. | <ul style="list-style-type: none"> • Appropriate contribution to teaching through breadth or range of modules/ levels, in accordance with School Workload Model. • Evidence of effective engagement with students leading to an enhanced student experience. • Evidence of responding to student, peer or external examiner feedback. • Evidence of reflection on teaching activity. • Chair of working groups and committees involving student representatives whose remit is to improve the student experience. • Evidence of dealing with issues involving individual students. |
| Course Development | <ul style="list-style-type: none"> • Sustained contributions to School policy and practice in teaching, with a leading role in developing the direction of teaching and learning within the discipline or subject area within the institution. • Development of new approaches to lead innovation in the development or modernisation of the subject curriculum, assessment, use of technology and pedagogy within the School. • Successful and effective teaching performance, taking account of an appropriate range of teaching methods and assessment, developing new approaches as appropriate, teaching at different levels and identifying opportunities for integrating research into teaching. • Engagement in the review, development and planning of modules and/ or programmes, taking account of experience and feedback. • Engagement in quality enhancement theme networks or similar networks to support disciplinary and/ or generic improvements in the quality of learning and teaching. • Development of methodologies and techniques appropriate to the type of scholarship being carried out. | <ul style="list-style-type: none"> • Successful and sustained record of innovative application to teaching and learning practice of latest research and scholarship, both in the substantive area of the discipline being taught and in pedagogy/ scholarly activity with evidence of its impact on the student experience. • Update of modules in light of new findings or developments within the discipline and having discussion topics around new research. • Development of successful new programmes. • Responsibility for a particular undergraduate or postgraduate programme. • Evidence of use of innovative methodologies or technologies in teaching. • Contribution to the development of pedagogical approaches and assessment practice, proposing changes to enhance the student learning experience. • Contribution of specialist components to a module or modules at PG level. • Pioneer role in the use of online delivery and/ or assessment. • Record as external Examiner at UG and/ or PGT level. • Contribution to growth of student population resulting in new income streams. • Development of international placement, internship, student exchange or educational opportunities for student cohorts. |

ACADEMIC LEADERSHIP

| | Role Criteria – Professor (Education) | Types of Evidence |
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| Leadership (School) | <ul style="list-style-type: none"> • Sustained teaching leadership at international level both within the institution and in the wider community. • Significant contribution to the University’s international profile through development of partnerships in education. • Contribution to School administration and management through leadership of team or area of responsibility. • Development and mentorship of less experienced members of staff, identifying development needs, agreeing plans to meet these and managing and supporting staff in line with University policies. | <ul style="list-style-type: none"> • Evidence of successful period as Director of Education. • Leadership of the review and implementation of a substantial initiative at School or University level to develop the quality of education, ensuring objectives are met. • Chair of significant School committees, e.g. SSCC, School Education Committee, etc. • Substantial role in administration of education, such as Module, Year, or Programme Convenor, Advisor of Studies, Examination Officer. • Lead coordinator in professional accreditation, EEP. • Leadership role in student recruitment, nationally and internationally. • Management responsibilities for a significant group of staff. • Establishment of teams and groups to carry out projects into a particular issue within the discipline. • Involvement in the mediation of disputes between staff. • Mentoring of an individual staff member or group of staff. |
| Leadership (Faculty/ University) | <ul style="list-style-type: none"> • Leadership role in the management and support of strategic initiatives at Subject, School, Faculty and/or University levels. • Record of input into the overall strategic direction of the University and/ or own academic discipline, taking a leading role in the management of major areas of activity. | <ul style="list-style-type: none"> • Chair of University Committees or working groups. • Significant contribution to the development of policy at Faculty or University level. • Expert work within the University, e.g. on committees and working groups. • Leadership role in the review, development and implementation of the education strategy, policy and practices of the Faculty or University. |
| Leadership (External) | <ul style="list-style-type: none"> • Leadership role in the relevant wider academic or professional community with demonstrable impact on the strategic direction of future education delivery. • Evidence of agenda setting in education through e.g. participation or advisory roles in professional or government bodies. • Continued track record of promoting activities externally, demonstrating influence of key parties and achieving tangible benefits for the profession and/ or the University as a whole. | <ul style="list-style-type: none"> • Award of prizes or recognition by peer-group bodies. • Sustained track record of invited and keynote presentations. • High-level membership of appropriate professional bodies or equivalent. • Chair of national/international policy committees; membership of international discipline committees. • Membership of appointment, assessment or advisory committees at other HEIs. • Active membership of an editorial board of a respected journal. • Active member of a committee of a national subject group. |

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| | | <ul style="list-style-type: none"> • Member of a government committee or enquiry, providing advice on the future of the discipline, its funding or application. • Provision of advice to government or policymaking bodies. • Authorship of (or being a member of the body which created) an official report in the subject area. • Highly visible role in a public enquiry. • Public visibility through articles in national newspapers, appearances (either as a speaker or interviewee) on radio and television in a role directly relevant to the discipline and/or University. • Scarce technical/subject expertise. |
| SOCIETAL AND ECONOMIC IMPACT | | |
| | Role Criteria – Professor (Education) | Types of Evidence |
| Knowledge Transfer and Enterprise | <ul style="list-style-type: none"> • Application of knowledge to improve public sector performance and quality of life by informing public policy and government or by significantly influencing the cultural and heritage sector. • Sustained record of success in knowledge creation and transfer to improve the performance of business, commerce and/ or industry, broadly defined to include the third sector, as illustrated by contract, license and/ or consultancy income. • Identification of new opportunities for KT activity, establishing, managing and leading influential and sustained networks, partnerships or programmes, and gaining funding where appropriate. • Record of building capacity in public, private or third sector organisations, and/ or contributing to evidence-informed policy. | <ul style="list-style-type: none"> • Role in the review, development and implementation of the learning and teaching or KT strategy, culture, policy and practices of the School, Faculty or University by providing specialist advice and input into decisions and planning affecting the future direction of that particular activity or area. • Acting as broker between the University and external companies to identify and develop specific KT projects. • Record of commercialisation of knowledge. • Awards for innovation or impact. • Development of a new technique that has been adopted by an external organisation/ company. • Provision of advice to boards of commercial organisations on the future development of a particular product. • Development of new programmes in response to engagement with business organisations or other external partners. |
| Social Engagement and Outreach | <ul style="list-style-type: none"> • Promotion of subject, discipline, School, Faculty or University at Open Days, school visits, UG and PG recruitment events; employer engagement; knowledge transfer; community projects; voluntary organisations; international student recruitment. • Tangible support for knowledge transfer, such as the public understanding of science or promoting better understanding of social, cultural or historical issues. • Record of raising the profile of the University and bringing international recognition to it through dissemination of academic activity to the public or other external users or clientele. • Public and/ or cultural engagement. | <ul style="list-style-type: none"> • Research into a particular issue that has provided information and advice to government to help develop national guidelines or policy. • Findings from your research resulting in the development and introduction of government guidelines on a particular area or subject. • Use of status to establish specific partnerships with external and internal groups. • Provision of advice to boards of significant public bodies on the long-term strategy of a particular national issue. |

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| | <ul style="list-style-type: none"> • Policy development in public institutions leading to changes in practice. • Promotion of experiential or community-based learning for students through placements and internships or through the Science Shop. • Evidence of a leading contribution to the public engagement work of the University generally. | <ul style="list-style-type: none"> • Appearances, articles or acknowledgements in national/international media. • Appointment to high-level national or international industry/other sector body or role. • Official University representative. • Significant participation in activities as defined in the University's Social Charter. |
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*** Clinical Academic applicants must have performed satisfactorily in the annual joint University/NHS appraisal of clinical role relating to patient care.**