Academic Profile – Lecturer B

Grade 8

Summary:

Roles at this level are held by individuals experienced in research and/or education. In some cases, the contribution spans both research and education. In others, there may be a concentration on education. In all cases, there will normally be accountability for the design, delivery and quality of modules/courses/small research project or part of a larger research project, with measurable outcomes. Individuals will contribute to the development of wider programmes/portfolios, supervising students or developing more high-quality learning experiences. There may be responsibility for representing the work of the University in the specific field locally and nationally in appropriate networks and/or in public activities and for contributing to the wider academic community beyond the University.

A Required Knowledge, Skills & Experience

A1.1 Education and Research

Activity/Achievement	Indicative Evidence	Sources of Evidence
1. Extensive research and education experience within subject specialism, supported by relevant qualifications (normally a PhD or equivalent)	Substantive knowledge of subject area Relevant role within the School (e.g.: module convener)	Portfolio e.g.: Education, Research, Scholarship Professional Qualifications e.g.: Degree Certificate CV
2. Effectiveness in design and delivery of research projects with knowledge exchange built in as appropriate. Reputation in the field (e.g. by published results from research, publication in peer reviewed outlets and recognition among research users). Attracting external research funding and/or other financial support, or equivalent measure of impact, according to norm for the field.	Evidence of ongoing work or concluded research in prestigious journals Successful, quantifiable student data Extensive involvement with activities that incorporate knowledge exchange Documentary evidence of research bids, requests for financial support	Relevant references Appraisal documentation External grant income Secured funding

Activity/Achievement	Indicative Evidence	Sources of Evidence
3. Experience and demonstrated success in delivering effective education programmes. Skilled in managing, motivating and supporting people (students, colleagues)	Successful and meaningful contribution to the department, courses and wider organisation Strong record of contribution to education (student numbers, nature of education, assessment methods, etc.)	Student satisfaction and feedback data Relevant references Student outcomes data (pass rates, attrition rates, student progression, achievements)
4. Proven ability to devise and/or manage multiple education, learning and assessment and/or research activities	Relevant role within the School (e.g. module and or course convening, PRPs) Relevant references	Portfolio e.g. Education, Research, Scholarship
5. Where appropriate, effectively representing the work of the University in the field locally and nationally in relevant networks and/or in public activities	Attendance at events, activities	External documentation
6. Satisfactorily complete all stages of the Postgraduate Certificate in Academic Practice	Successful application for Fellowship of the Higher Education Academy	Professional Qualifications e.g.: Degree Certificate Relevant references

A1.2 Leadership & Citizenship

Activity/Achievement	Indicative Evidence	Sources of Evidence
1. Skilled in managing, motivating and supporting people (students, colleagues)	Successful contribution to the department, courses and wider organisation Strong record of contribution to education (student numbers, nature of education, assessment methods, etc.)	Student satisfaction and feedback data Relevant references
2. Undertake specific co-ordinating roles	School level processes are well run and fulfil School/institutional requirements, e.g. admissions, exams, ED&I Active member of School Committees, working parties and/or undertakes School-wide roles	Chairs of relevant School Committees Line Manager Peers/team colleagues

3.	4. Take responsibility for the effective management of allocated resources	Ability to evidence well managed budgets Delivery of programmes and projects within budget	Relevant references Finance
4.	Take lead in projects and/or for courses, coordinating staff input to these	Referenced as lead in paperwork	Relevant references
5.	Ability to foster a strong, student-focused culture	Events focused on this theme Use of language in meetings/communication	Evaluation of event Student and staff feedback Documents reflect positive student-focused language and guidance on how student-focused culture will be embedded
6.	Ability to assess resource requirements, secure and organise resources effectively	Satisfactory record of budget use, how resources allocated and sourced	Relevant references
7.	Model collegial behaviour and the behaviours that exemplify the values of the University	Nominations for University awards Lead by example to create a positive climate in the team, subject area or School through own behaviours Challenge bad behaviour in support of upholding the University's values Ensure written communications and interactions are always polite and respectful in use of language Volunteering to support colleagues and teams Mentor to new staff	Relevant references Line management and peer feedback in appraisal Formal communications praising behaviours (emails, letters) processes
8.	To be a mentor to other staff in either formal or informal roles Provide support and advice to colleagues as appropriate	Trained mentor Strong record of colleague support and guidance provided	Relevant references

B. Representative Work Activities

B1.1 Education

Activity/Achievement	Indicative Evidence	Sources of Evidence
1. Teach, supervise and assess students across all levels as appropriate	Ability to produce successful academic materials	Relevant supervision documentation Samples of course material e.g.: lecture recordings, course materials
2. Engage in scholarship and/or research as required, to support education activities	Participation in education and learning conferences/events within and/or beyond the school or discipline	Conference proceedings Publishing platforms in the field SRO (or institutional repository)
3. Apply knowledge derived from research and/or scholarship to education	Ability to produce sound academic materials Ability to evidence sufficient integration of latest advances into course materials	Samples of course material e.g.: lecture recordings, course materials
4. Take responsibility for design of modules and for their quality, and contribute generally to the development of inclusive education and enhancement of high quality education in the subject area; and effective operation of course units	Quantifiable student data	Student satisfaction and feedback data External examiners' reports Peer feedback Samples of course material e.g.: lecture recordings, course materials
5. Provide advice and support to students (including acting as an Academic Advisor)	Extensive documentation relating meetings with students, informally and formally	Student feedback/records of meetings
6. Involve external partners in education through knowledge exchange, collaborative studentships, student projects, and by involving students in public engagement activities	Externally taught lectures Active involvement in public engagement events and projects Student public engagement activities	Letters of reference from partner organisations External media documentation

	Activity/Achievement	Indicative Evidence	Sources of Evidence
		Successful media coverage/engagement	
7.	Experience and achievement in the relevant field, reflected in a growing personal education portfolio	Preparation of an education philosophy statement which describes how evidence-informed approaches are used to contribute to student learning	Peer reviewer of portfolio
8.	Ability to design effective learning programmes and to effectively deliver integrated, inclusive curricula and assessment materials.	Ability to produce academic materials that explore and evidence new methods used in class Record of contribution to education (student numbers, nature of education, assessment methods, etc.)	Student outcomes data (pass rates, attrition rates, student progression, achievements) Student satisfaction and feedback data Samples of academic materials e.g.: lecture recordings, course materials
9.	Extensive experience and demonstrated success in developing inclusive pedagogic and assessment methods	Demonstrated use of new and innovative approaches to assessment methods and materials	Peer reviewer Samples of academic materials e.g.: lecture recordings, course materials Student satisfaction and feedback data

B1.2 Education Leadership Pathways

Activity/Achievement	Indicative Evidence	Sources of Evidence
1. Plan and lead curriculum development and/or renewal in a specific aspect of the subject area and/or develop approaches to education and learning that are innovative for the subject area and/or institution	Membership of institutional educational committees Appropriate academic materials Significant contribution to working groups	Peer reviewer of portfolio of education material Evidence of impact from the work of the group
2. Advise others on aspects of education, inclusive education and assessment	Participation in education and learning conferences/events within and/or beyond their school or discipline Membership of relevant professional or chartered bodies	Letters of reference Conference proceedings External media documentation

B2.1 Research

Activity/Achievement	Indicative Evidence	Sources of Evidence
1. Conduct high-quality research and, as appropriate to the field, project manage the research activity, supervising and taking responsibility for all or a major part of the research team's activities	Successful documentary evidence of the research process and roles taken	PRP PI/Line manager report
2. Attract resources to support research, and knowledge exchange individually or jointly with others, as appropriate to the field	Sound ability to produce a record of research plans and bids. Applications to funding bodies	Relevant references Current Research Information System (CRIS)

B 2.2 Research Focused Pathways

Activity/Achievement	Indicative Evidence	Sources of Evidence
1. Pursue appropriate independent research. Plan the research to be undertaken, as a self-contained project or as part of a broader programme. Develop methods and techniques appropriate to the type of research being pursued and that add to the intellectual understanding of the field through new discoveries and insights	Record of research plan Progress in producing research outputs and impact since appointment	Current Research Information System (CRIS) CV PRP Appraisal Documentation
2. Develop research proposals (in forms and at levels commensurate with the field) and win support for them	Named as a PI on an externally funded research project at a value appropriate to discipline and career stage	PRP Current Research Information System (CRIS)
3. Disseminate and publish high quality research findings in appropriate publications and conferences, and where appropriate undertake knowledge transfer activities	Published outputs commensurate with discipline norm Papers in conference proceedings	Current Research Information System (CRIS) SRO (or institutional repository) External research advisor report

B2.1 Research

Activity/Achievement	Indicative Evidence	Sources of Evidence
4. Provide expert advice to other staff and students	Research mentoring or peer-coaching of students and colleagues Contributions to research groups beyond own specialism	Relevant supervision/mentoring documentation
5. Increased public engagement activities including, for example public talks and discussions, engagements in festivals and popular and specialist media	Involvement in public engagement events and projects Relevant media coverage/engagement	External workshops, consultancy, blogs, lecture materials
6. Knowledge transfer/impact activities	Liaising with relevant professional groups CPDs/external workshops delivered Consultancy	CRIS Appraisal External letters of support

B2.3 Scholarship

Activity/Achievement	Indicative Evidence	Sources of Evidence
1. Engage in subject, professional and pedagogic research as required to support education activities	Extensive engagement in conferences, symposiums, research cafes, open seminars and relevant media activity	External workshops, consultancy, blogs, lecture materials Appraisal documentation Relevant references
2. Extend, transform and apply knowledge acquired from scholarship to education and appropriate external activities	Extensive ability to evidence ongoing work or concluded published research or scholarship Development of curriculum documentation Knowledge exchange activities	Publications SRO (or institutional repository)
3. Conduct individual or collaborative scholarly projects	Presentations to colleagues/peers Significant contribution to Education & Learning Conference	Relevant references SRO (or institutional repository) Abstracts
4. Develop and produce learning materials and disseminate the results of scholarly activity	Presentations at conferences	Conference proceedings

5. Identify sources of funding and contribute to the process of securing funds for own scholarly activities, where appropriate	Applications to funding bodies	Grant income

CRIS |

B3 Engagement

Activity/Achievement	Indicative Evidence	Sources of Evidence
1. Develop relationships with relevant external organisations in the public, private or voluntary sector, locally, nationally or internationally to exchange knowledge, evidence and expertise in order to increase the impact of research	Satisfactory media coverage/engagement Workshops

Extensive involvement in a wide range of external dealings. E.g.: Networking events, external collaborations, community involvement, policy intervention | External workshops, consultancy, blogs, lecture materials
External partners/organisation references

Impact evaluation (e.g. feedback, questionnaires, surveys, audience research) |
| 2. Engage effectively with the wider academic and professional community | Extensive involvement in a wide range of external dealings. E.g.: networking events, speaking at academic/professional events

Undertaking of external Academic Service Roles (e.g. reviewing for presses, committee work in academic organisations) | CV

Relevant references

External peer review/response/invitations |