

## Academic Career Pathways – Associate Professor: Key Principles

### Outcome

To deliver our ambition, we need a workforce with the differentiated skills necessary to ensure that we can deliver excellence in research, teaching, learning, and the wider student experience, and to be a powerhouse for the regional economy and internationally. The Academic Career Pathways (ACP) scheme is designed to ensure that academic strengths whether in research, teaching, the wider student experience, leadership or innovation and engagement, are all appropriately recognised, developed, valued, and rewarded.

The purpose of this approach is to support all academic staff to work to their full potential. The ACP criteria are designed to be transparent, fair and provide an indication of the thresholds. Given the range of academic activity, the Indicative Performance Levels cannot be definitive but act as a guide.

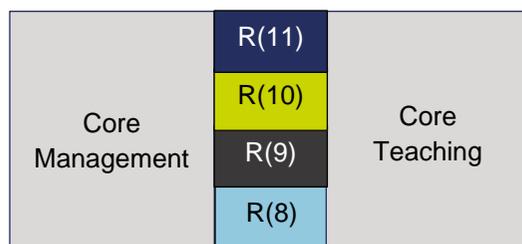
New members of staff are normally subject to probation. Following the completion of probation, members of staff will be supported via the University's Professional Development Review (PDR) process.

### Strands and Criteria

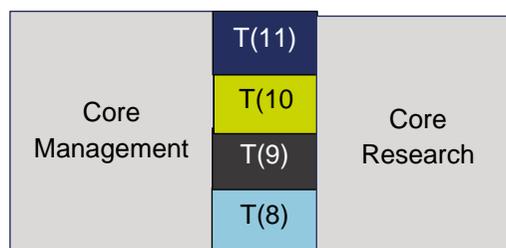
1. There are 3 Core criteria which must be maintained throughout all academic grades of Lecturer, Senior Lecturer, Associate Professor and Professor (grades 8-11):
  - Core Management
  - Core Research
  - Core Teaching
2. There are 3 Enhanced academic strands:
  - Enhanced Research
  - Enhanced Teaching and Scholarship
  - Enhanced Innovation and Engagement

The three career pathways, based on excellence in research (R), teaching and scholarship (T) or innovation and engagement (IE) are shown diagrammatically below. As part of the career pathways, core criteria, must be maintained at all levels, for example Management, which is common for all strands. Each career pathway is shown below.

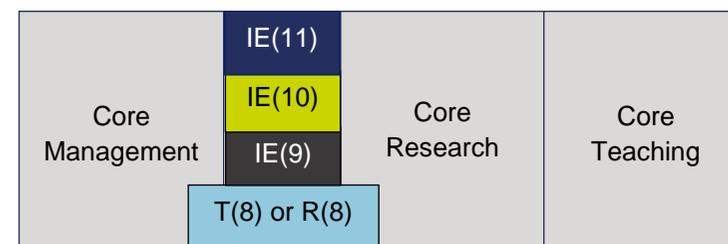
### Research



### Teaching and Scholarship



### Innovation and Engagement



3. The same 4 Enhanced criteria apply at each grade level but are increasingly challenging at each successive level
4. The criteria specified at lower grades are assumed at the higher grades in each strand (e.g. the criteria in grade 8 are assumed in grade 9).
5. The ACP are designed to be developmental. Members of staff should be supported in their development. Development is taken into account for probationary staff during their probationary period.

### Criterion

6. Each criterion at each grade has clearly defined examples, which indicate a selection of additional evidence required.
7. Academic leadership (in the sense that members of staff are leaders in their field) is incorporated into the academic strands.

### Indicative Performance Levels

8. Each criterion at each grade has clearly defined examples and Indicative Performance Levels. Where there is more than one Indicative Performance Level, the University's strategic priority is indicated in bold.
9. The Indicative Performance Levels apply pro rata for part time staff and are considered as appropriate. Part time staff should demonstrate the same quality as set out in the Indicative Performance Levels but fewer examples may be appropriate for part time staff'.
10. The principles established in REF 2014 with regard to individual staff circumstance are applied to Indicative Performance Levels, for example with regards to maternity leave, career breaks, disability, caring responsibilities etc.

Consideration with regard to research outputs also applies to early career researchers in a similar way as REF 2014. Further details may be found in the [REF Code of Practice](#).

11. Clinical academic staff\* are considered against the Indicative Performance Levels on a pro-rata basis on the basis of the proportion of their contract that is academic, in the same way as part time staff. (\*Does not apply to honorary appointments).

### Academic Promotion

12. Each criterion at each grade has a number of 'Indicative Performance Levels' and examples of how the criterion may be met. Indicative Performance Levels are indicative of what is expected from staff applying for promotion.
13. Applicants need to demonstrate:
  - The enhanced criteria in their chosen strand (Research, Teaching & Scholarship or Innovation & Engagement) at the grade to which they are making application;
  - and*
  - The Core criteria in Management and the Core criteria in either Teaching or Research (i.e. not in the chosen strand)
14. Those applying for promotion must demonstrate how they meet the criteria set out in the relevant role profile. To do this an applicant should carefully explain in their application:
  - How they have achieved the level of competence suggested by the Indicative Performance Levels alongside each criterion.

- Demonstrate how they have achieved the appropriate performance level, giving examples from their work, supported by evidence (examples may be similar to the examples set out in the role profile, or may be different examples provided they are of similar quality).

**15.** Where applicants are not able to demonstrate that they meet a particular criterion in full or in part, but nevertheless consider that they have a case for promotion based on strengths in areas covered by other criteria within the career strand, they should not be discouraged from applying for promotion. In these circumstances applicants should:

- ensure that strength in other areas is fully explained and evidenced;  
*and*
- provide an explanation of why a particular criterion cannot be met, and if appropriate include evidence in support.

**16.** Where applicants are seeking to establish a criterion, the Indicative Performance Level and the examples included alongside each criterion should be seen as guidance on the performance level to be demonstrated in order to make the case for promotion. Applicants should first consider whether they meet the indicators included alongside each criterion. If these are not met, applicants should consider whether they can provide evidence at a comparable level.

If applicants are unable to demonstrate that they have met a particular Indicative Performance Level, they may be able to demonstrate equivalence and should make it clear where this is the case and explain how equivalence is claimed. The Promotion Committee considers each criterion and the evidence provided but also takes a holistic view of the application as a whole.

Applicants who consider that they meet all the Indicative Performance Levels should not assume that promotion is automatic. Applicants should provide sufficient evidence and examples for the panel to consider the promotion case fully.

**17.** If appointed within the last 5 years and applying for promotion, we would expect evidence since appointment to demonstrate a sustained track record.

In this instance, we would encourage that the following should be clearly included in the narrative section of the application form:

- activity within your last 5 years from the previous appointment
- new activity since being appointed at Swansea

## **Academic Career Pathways**

### **Core Criteria – Management**

Criteria	Indicative Performance Level	Examples
<p><b>1.</b> <u>Contributing to our Activities</u></p> <p>Taking an active part in formulating University, Faculty, School or departmental decisions and contributing to activities beyond the immediate research, teaching or scholarship commitments.</p>	<p>Your 4 most significant contributions over the last 5 years that show your personal contribution and impact.</p> <p>The degree of impact could be on:</p> <ul style="list-style-type: none"> <li>- your students or your team</li> <li>- your discipline or department</li> <li>- your Faculty/School</li> <li>- the University</li> <li>- externally</li> </ul>	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and impact of what you have done. Some example areas are provided as guidance:</i></p> <ul style="list-style-type: none"> <li>• as a member of a departmental, School, Faculty or University Committee</li> <li>• as an active contributor to initiatives or measures that promote equality</li> <li>• as a member of a working group within the School/Department set up to make recommendations to a Faculty/School Committee, e.g.             <ul style="list-style-type: none"> <li>- making recommendations relating to changes to the assessment of a module to the relevant Committee</li> <li>- making decisions on potential teaching directions</li> <li>- making decisions on potential research lines to pursue or on innovative methodology that might be adopted</li> <li>- reviewing and improving internal procedures (e.g. assessment, pastoral arrangements, timetabling)</li> </ul> </li> <li>• to Student Experience initiatives e.g.             <ul style="list-style-type: none"> <li>- improving the experience of students with regard to pastoral care</li> <li>- improving the experience of international students e.g. facilitating their integration into the wider student community</li> <li>- improving the experience of non-traditional students, disabled students, ethnic minority students</li> <li>- improving student placement experiences</li> </ul> </li> <li>• the Faculty admissions and recruitment process by participating in interviews or giving talks</li> <li>• the recruitment of international students</li> </ul>

			<ul style="list-style-type: none"> <li>• the effective delivery of co-ordinating roles, such as, co-ordinating fieldwork or student placements</li> <li>• to a conference/workshop, organisation of examinations or an external event</li> <li>• to establishing information or communication systems for the Faculty/School or externally</li> <li>• working together across the University and beyond</li> <li>• contributing to the Faculty or University via roles such as Admissions Tutor, Exams Co-ordinator</li> <li>• as an internal panel/peer assessment member for research grants and/or outputs</li> <li>• as a UoA lead for REF</li> <li>• as PhD examiner and Chair</li> </ul>
2.	<u>Participating in Professional Activities</u>  Engaging with professional activities related to the discipline through networking at conferences or involvement in external groups.	Your 2 most significant contributions over the last 5 years that show your personal contribution and impact.	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and impact of what you have done. Some example areas are provided as guidance:</i></p> <ul style="list-style-type: none"> <li>• as an active member of external networks, e.g. to secure funding or to further understanding</li> <li>• through developing contacts outside research or teaching teams in order to build on academic expertise, and to discuss and share information and ideas</li> <li>• participating in national subject specialist groups (e.g. for research or scholarship)</li> <li>• as a member of and engaging with an external professional body through attendance at events</li> <li>• through an external or professional body</li> <li>• through professional networks</li> <li>• with external stakeholders</li> <li>• maintaining professional qualifications/standing</li> <li>• networking at conferences that lead to an outcome, e.g. a new partnership</li> </ul>

3.	<u>Managing Self and Others</u>  Supporting and enabling the development of colleagues and yourself.	Your 2 most significant contributions over the last 5 years that show your personal contribution and impact.	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and impact of what you have done. Some example areas are provided as guidance:</i></p> <p><i>(N.B.1 Please do not use personal names in examples)</i>  <i>(N.B.2 In more senior roles, the emphasis might be on supporting and developing colleagues)</i></p> <ul style="list-style-type: none"> <li>• role modeling leadership values</li> <li>• using a coaching approach to engage with colleagues</li> <li>• contribution to promoting an environment of equality, trust respect and co-operation</li> <li>• contribution to working collaboratively</li> <li>• actively seeking and acting on feedback from colleagues</li> <li>• demonstrating continuous improvement through, for example, reviewing module or programme handbooks, enrolment, recruitment, admissions or the curriculum and the impact this has had</li> <li>• establishing and maintaining career development through training and development activities (e.g. mentoring, PDR reviewing, research grant writing, peer review of teaching)</li> <li>• mentoring and developing colleagues</li> <li>• completion of Transparent Approach to Costing (TRAC) returns, such as the time allocation survey (TAS)</li> <li>• Successful completion of Research Integrity training in the last 3 years</li> </ul>
<p><b>Please note:</b></p> <ul style="list-style-type: none"> <li>• Indicative Performance Levels have been calculated on a full-time Equivalent basis. To ensure transparency, consistency and inclusivity, expectations must be realistic with regards to quantity of output. For those working on a part-time contract these levels must be calculated pro-rata. Staff that have individual circumstances should also have the opportunity to share the impact of these on their activity.</li> <li>• Where there is more than one Indicative Performance Level, the University's strategic priority is indicated in bold.</li> </ul>			

## Academic Career Pathways

### Core Criteria – Research

Criteria	Indicative Performance Level	Examples
<p><b>1.</b> <u>Research Outputs and Activity</u></p> <p>Disseminating research findings through appropriate written, oral or other media both internally and externally to the University.</p>	Two publications of quality in 5 years.	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and the quality and impact of what you have done. Some example areas are provided as guidance:</i></p> <ul style="list-style-type: none"> <li>• publications and/or other output – books, articles, collective volumes, editions of texts, translations, creative works, websites, datasets, policy papers, research reports at a standard appropriate for that of the academic discipline</li> </ul>
<p><b>2.</b> <u>Research Projects and Grants</u></p> <p>Securing the resources necessary to underpin research/scholarly/innovation activity, with success as appropriate to the discipline.</p>	Evidence of external resources secured relevant to the area over a 5 year period, such as those indicated in the example box.	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and the impact of what you have done. Some example areas are provided as guidance:</i></p> <ul style="list-style-type: none"> <li>• the types of resources can vary, depending on the discipline and can be achieved either independently or in collaboration with others</li> <li>• independent or substantial contributions to the award of research support funding or other acquisition of resources required to complete research</li> <li>• securing access to a library or special collection, obtaining travel grants, funding to stage a performance or exhibition, setting up a network, capturing of Public Engagement with Research (PER) funding/activity with research projects</li> <li>• evidence of the successful execution of a research project</li> </ul>

3.	<u>Esteem</u>  Contributing to the wider academic community with demonstrable impact and recognition from internal and external sources.	<ul style="list-style-type: none"> <li>Evidence of supporting the relevant professional community.</li> <li>One presentation at a conference, seminar or workshop with external reach/impact per year.</li> </ul>	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and the impact of what you have done. Some example areas are provided as guidance.</i></p> <ul style="list-style-type: none"> <li>presenting at conferences, workshops and other fora (internal and external) in the UK and, where appropriate, abroad</li> <li>engagement with public-facing bodies, e.g. BBC Documentaries, museums, science/arts festivals</li> <li>engagement with policy bodies, e.g. Commissions, Parliamentary Committees, Non-Governmental Organisations</li> <li>developing submissions/activities/outputs for public engagement with the University, e.g. Swansea Science Festival/Famelab/Oriel/Science Cafe/Research as Art</li> <li>Acting as a member of an external funding award panel, as an external examiner for Postgraduate students, scholarly review</li> </ul>
<p><b>Please note:</b></p> <ul style="list-style-type: none"> <li>Indicative Performance Levels have been calculated on a full-time Equivalent basis. To ensure transparency, consistency and inclusivity, expectations must be realistic with regards to quantity of output. For those working on a part-time contract these levels must be calculated pro-rata. Staff that have individual circumstances should also have the opportunity to share the impact of these on their activity.</li> <li>Where there is more than one Indicative Performance Level, the University's strategic priority is indicated in bold.</li> </ul>			

## Academic Career Pathways Core Criteria – Teaching

	Criteria	Indicative Performance Level	Examples
1.	<p><u>Teaching Delivery</u></p> <p>Contributing to courses within the taught portfolio, reviewing and updating own course materials and delivering sessions using the most appropriate mode of delivery.</p> <p>This includes ensuring that L&amp;T policy and procedures are adhered to.</p> <p>Development and delivery of teaching to the appropriate standard. Assessment and quality assurance of components of the taught portfolio, within the academic unit.</p> <p>Taking part in course/module and programme development.</p>	<p><u>Delivery</u></p> <ul style="list-style-type: none"> <li>• Evidence of positive impact of teaching on University KPIs           <ul style="list-style-type: none"> <li>– improved progression/retention</li> <li>– academic mentoring</li> <li>– successful module outcomes, as in number of 1<sup>st</sup>, 2.1s, reducing module failure rate</li> </ul> </li> <li>• <b>Module Feedback Scores for Student Module Feedback Questions 1, 2 and 3 of at least the lower quartile value averaged over a 3 year period.</b></li> <li>• Evidence of successful student project supervision (showing number of students supervised,</li> </ul>	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and the impact of what you have done. Some examples areas are provided as guidance:</i></p> <p><u>Delivery</u></p> <ul style="list-style-type: none"> <li>• comments regarding volume and range of teaching</li> <li>• reflection on response rates to student feedback</li> <li>• development of new courses that have attracted students</li> <li>• acting as a module co-ordinator</li> <li>• taking responsibility for a particular Undergraduate module, reviewing and updating the module/parts of module or creating new module</li> <li>• working with other members of the programme team to improve governance and delivery of the programme</li> <li>• evidence of engagement with the student body to increase participation in student feedback and enhance the student voice</li> <li>• ensuring that the content and materials are up to date including learning outcomes, module plan, teaching materials, assessment planners and module teaching strategy</li> <li>• teaching is underpinned by the latest/current understanding as appropriate to the level of students based on research/scholarship in the field and draws directly on this link</li> </ul>

<p>Contribution to the Student Experience and Employability.</p> <p>Responding to feedback</p> <p>Engaging with the programme team</p>	<p>supporting them through the research process).</p> <ul style="list-style-type: none"> <li>• Evidence of successful feedback from professional learners.</li> <li>• Evidence of pro-actively seeking feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• ensuring effective assessment, clearly linked to the curriculum, with appropriate turnaround of marks and feedback to students, meeting agreed deadlines for return of feedback</li> <li>• designing and delivering own teaching using appropriate style/method to meet the identified learning objectives</li> <li>• successful supervision of project students for undergraduate or postgraduate taught degrees</li> <li>• evidence of being an effective academic mentor (evidence might include withdrawal and retention rates at programme level, number of tutees, support with employability activities, widening access &amp; participation)</li> <li>• preparing and delivering CPD to professional learners and receiving and acting on feedback</li> <li>• receiving positive feedback from students (e.g. module evaluation, meetings with students, online evaluation through student feedback surveys)</li> </ul>
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2.	<p><u>Personal Teaching and Improving Practice</u></p> <p>Demonstrating awareness of current research and knowledge in the field and integrating this into teaching by developing practice in the light of this activity.</p>	<ul style="list-style-type: none"> <li>• Successful implementation of improvements in teaching.</li> <li>• Evidence of ongoing personal development via CPD over the last three years and evidence of its impact on teaching.</li> </ul>	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and the impact of what you have done. Some examples areas are provided as guidance:</i></p> <ul style="list-style-type: none"> <li>• Involvement in CPD activities, such as peer review, workshops, professional development courses that have led to an enhancement in your own teaching practice</li> <li>• actively engaging in reviewing and developing provision</li> <li>• adapting teaching delivery and content appropriately in the light of formal and informal feedback received</li> <li>• putting forward ideas to improve and update a particular course in order to make it more attractive to students</li> <li>• bringing material up to date to fit current policy content and professional body requirements</li> <li>• adapting work in the light of comments from external examiners or peers</li> <li>• innovation in teaching methods and assessment of that innovation</li> <li>• revising teaching to ensure that it is relevant to the whole student experience to take account of employability or widening access issues</li> <li>• giving consideration to any particular needs of international students/ disabled students / non-traditionally qualified / non-traditional students when providing teaching</li> </ul> <p>Further examples of teaching innovation can be found on the <a href="#">SALT website</a></p>
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3.	<u>Professional Recognition</u>  Undertaking and completing a professional teaching qualification.	<b>Holding or actively working towards and obtaining HEA Fellowship or equivalent as recognised by HESA.</b> (Please see revised definition for 2021 of “working towards” in appendix C)	<i>Demonstrate, using a reflective approach, your personal contribution, the scale and the impact of what you have done. Some examples areas are provided as guidance:</i> <ul style="list-style-type: none"> <li>• fellowship of the HEA or working towards HEA Fellowship or equivalent e.g. the AOME (Medical Educators Recognition)</li> <li>• undertaking and completing a recognised teaching qualification such as the accredited Teaching in Higher Education qualification (tHE) course, PGCE or another recognised professional teaching qualification</li> <li>• peer recognition in the discipline</li> <li>• participating as an external examiner</li> <li>• ELTA and other teaching awards</li> </ul>
4.	<u>Advancing and Applying Practice across the community</u>  Responsibility for working with others to advance teaching practice.	<ul style="list-style-type: none"> <li>• Evidence of contribution to School, Subject or Department teaching development over the last three years and evidence of its impact on teaching.</li> <li>• Evidence of feedback from peers.</li> </ul>	<i>Demonstrate, using a reflective approach, your personal contribution, the scale and the impact of what you have done. Some examples areas are provided as guidance.</i> <ul style="list-style-type: none"> <li>• contributing to Faculty/School/Department teaching development</li> <li>• disseminating good practice to others</li> <li>• engaging positively in the peer observation process</li> <li>• involvement in reviewing teaching approaches or module/programme curricula</li> <li>• contribution to School Review progress</li> <li>• attendance at a conference, which has led to an enhancement in teaching practice</li> </ul>
<b>Please note:</b> <ul style="list-style-type: none"> <li>• Indicative Performance Levels have been calculated on a full-time Equivalent basis. To ensure transparency, consistency and inclusivity, expectations must be realistic with regards to quantity of output. For those working on a part-time contract these levels must be calculated pro-rata. Staff that have individual circumstances should also have the opportunity to share the impact of these on their activity.</li> <li>• Where there is more than one Indicative Performance Level, the University’s strategic priority is indicated in bold.</li> </ul>			

### Academic Career Pathways Enhanced Criteria – Research

	Criteria	Indicative Performance Level	Examples
1.	<p><u>Research Outputs and Activity</u></p> <p>Playing an active and significant role in the strategic direction and development of the research area, with a sustained track record of research outputs and their dissemination in high quality publications or other media showing a continuing upward trajectory in the quality of research output.</p>	<ul style="list-style-type: none"> <li>• <b>One 4* publication in a 5 year period plus at least three 3* outputs.</b></li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Author or Co-Author on an impact case study for REF 2021 (Green at every level in the current year) plus four 3* outputs in the last 5 years.</li> </ul>	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and the impact of what you have done. Some example areas are provided as guidance:</i></p> <ul style="list-style-type: none"> <li>• comments regarding the publication quality score (0-12)* particularly where a publication is at a threshold between one level and another</li> <li>• evidence of a significant novel research finding with significant impact in the discipline in a leading quality publication or equivalent</li> <li>• a sustained record of regular publication of original research (Publication of monographs and books in peer-reviewed publications in internationally recognised journals, contributions to edited volumes, scholarly editions, catalogues, major research databases and outputs in media appropriate to the discipline)</li> <li>• making a significant contribution to an Impact case study for consideration for REF submission</li> <li>• making a substantial contribution to the strategic development of an area of research</li> <li>• leading a research theme within a Faculty/School, shaping its strategic positioning and development</li> <li>• defined responsibility within a research group or for a particular research area</li> <li>• other evidence that would indicate quality of publication, such as quality of the journal, publisher, as appropriate to the field</li> <li>• supporting colleagues with regard to research outputs and activity</li> </ul>

			<ul style="list-style-type: none"> <li>contributing to ensure activities are aligned to the University and Faculty Research strategy for outputs and activity</li> </ul> <p>*Further information regarding publication quality score (0-12) can be found on the <a href="#">REF Share-point site</a></p>
2.	<u>Research Projects and Grants</u>  Continuing success in obtaining significant research funding or other resources to underpin research with responsibility for developing and leading a major programme of individual or collaborative research.	PI of a research grant, project or equivalent in the last 5 years with a total value of the Median band for the discipline (see table at Appendix A).	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and the impact of what you have done. Some example areas are provided as guidance:</i></p> <ul style="list-style-type: none"> <li>a record of successful research funding as Principal Investigator and Coinvestigator with substantial input</li> <li>success in attracting funding from UK RI, EU, charitable trusts, and industry</li> <li>responsibility for a major research project or a series of related outputs, from inception to completion</li> <li>budgetary responsibilities for a research project</li> <li>leadership responsibility for managing a project or significant parts of the project</li> <li>setting up multi-disciplinary research teams</li> <li>setting up international collaborations</li> <li>attracting funding to run seminar series/conferences</li> <li>supporting colleagues with regard to grant applications, for example, undertaking peer review of draft research grant applications</li> <li>contributing to ensure activities are aligned to the University and Faculty Research strategy for projects and grants</li> <li>leading on the delivery of a major grant or project, with demonstrable outcomes</li> </ul>

<p>3. <u>Esteem</u></p>	<p>Externally recognised as an established authority within the discipline, contributing to the wider academic or professional community.</p>	<ul style="list-style-type: none"> <li>• Evidence of international peer recognition over the last 5 years.</li> <li>• A record of sustained conference participation that equates to attending one conference with national or international reach each year as an invited speaker.</li> </ul>	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and the impact of what you have done. Some example areas are provided as guidance:</i></p> <ul style="list-style-type: none"> <li>• evidence should illustrate the impact of own research within the subject</li> <li>• evidence of a national or international reputation in a research field through, for example:             <ul style="list-style-type: none"> <li>- commissioned publications</li> <li>- successful conference organisation - editorship of proceedings or journals</li> <li>- regular invitations to participate in major conferences</li> </ul> </li> <li>• evidence of peer esteem or other externally recognised academic distinctions, for example:             <ul style="list-style-type: none"> <li>- academic awards or prizes</li> <li>- refereeing for journals</li> <li>- grant reviewer for awarding bodies</li> <li>- services to learned societies</li> </ul> </li> <li>• member of UK RI peer review College</li> <li>• regular invitations to national or international conferences to give invited lectures</li> <li>• evidence of published reviews of works</li> <li>• evidence of esteem through citations</li> <li>• invitations to give keynote lectures</li> <li>• invitation to give evidence to government agencies or committees or involvement of national policy working groups</li> <li>• supporting colleagues with regard to research esteem</li> <li>• contributing to the successful organisation of an international conference and editorship of proceedings</li> </ul>
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4.	<p><u>Postgraduate Research Student Supervision and Development</u></p> <p>A sustained record of postgraduate research student supervision and completion (including PhD).</p>	<ul style="list-style-type: none"> <li>• <b>Successful completion of at least 1 PGR student as first supervisor in a 5 year period and typically acting as first supervisor for at least 1 student per year, as part of a sustained record of postgraduate research student supervision and completion (including PhD).</b></li> <li>• A record of supervision of PhD students.</li> </ul>	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and the impact of what you have done. Some example areas are provided as guidance:</i></p> <ul style="list-style-type: none"> <li>• comments regarding completion rates and changes in exit qualifications</li> <li>• evidence of success from enrolment to completion</li> <li>• evidence of acting as first supervisor or joint supervisor (e.g. of an interdisciplinary researcher) of postgraduate students</li> <li>• successful supervision as first supervisor or joint supervisor (e.g. of an interdisciplinary researcher) of postgraduate dissertations, theses and projects</li> <li>• track record of acting as an external examiner for PhDs</li> <li>• supporting supervisory colleagues with the sharing of best practice and lessons learned and engagement with the PGR Office training programme to help shape and support training sessions and materials</li> <li>• contributing to ensuring PGR activities which underpin the PGR stream of the Research and Innovation Strategy, feature and highlight the role and excellence of supervision</li> <li>• contributing to activities at a University level that change, encourage and embed a PGR culture of engagement, leading to impactful research</li> </ul>
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**Please note:**

- Indicative Performance Levels have been calculated on a full-time Equivalent basis. To ensure transparency, consistency and inclusivity, expectations must be realistic with regards to quantity of output. For those working on a part-time contract these levels must be calculated pro-rata. Staff that have individual circumstances should also have the opportunity to share the impact of these on their activity.
- Where there is more than one Indicative Performance Level, the University's strategic priority is indicated in bold.

## Academic Career Pathways

### Enhanced Criteria – Teaching and Scholarship

	Criteria	Indicative Performance Level	Examples
1.	<p><u>Teaching Delivery</u></p> <p>Effective delivery of the teaching, assessment and quality assurance of programmes of study.</p> <p>Responding to feedback received and reviewing teaching activities at a programme level, to ensure that learning outcomes are effectively achieved, taking account of feedback received.</p> <p>Taking on a leadership role in learning, teaching and assessment.</p>	<p><u>Delivery</u></p> <ul style="list-style-type: none"> <li>• Evidence of impact of teaching on programmes by improved KPIs through           <ul style="list-style-type: none"> <li>- increased student numbers on programmes</li> <li>- increased student retention on programmes</li> <li>- additional new programmes</li> </ul> </li> <li>• <b>Module Feedback Scores for Student module feedback questions 1, 2 and 3 of at least the Median value averaged over a 3 year period (see detail in APPENDIX B).</b></li> <li>• Evidence of pro-actively seeking feedback.</li> <li>• Successful sustained portfolio leader/Programme Director/leader over 3 years.</li> </ul>	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and the impact of what you have done. Some example areas are provided as guidance:</i></p> <ul style="list-style-type: none"> <li>• comments regarding volume and range of teaching</li> <li>• reflection on response rates to student feedback</li> <li>• leading a team delivering high quality teaching as evidenced by positive feedback received from students, colleagues, external examiners and its impact</li> <li>• updating programmes in light of new findings or developments within the discipline in accordance with QA requirements</li> <li>• updating programmes in accordance with professional body requirements/changes and QA requirements</li> <li>• leading on quality processes and review or evidence of significant contribution to quality assurance or enhancement, for example, through membership of institutional or Faculty/School working group or sub-committee; or holding a senior university teaching role such as Committee Chair/Deputy Chair or equivalent</li> <li>• acting as Programme Director or Portfolio Director, with evidence of responding to student, peer or external examiner feedback at a programme level</li> <li>• having a senior leading role in Periodic Programme Review, Professional Body Accreditation or other quality review</li> <li>• developing and implementing new approaches to feedback and assessment at a programme or parts of programme level</li> </ul>

			<ul style="list-style-type: none"> <li>• evidence of engagement with the student body to increase participation in student feedback and enhance the student voice</li> <li>• evidence of acting as first supervisor of postgraduate students</li> <li>• receiving positive feedback from students (e.g. module evaluation, meetings with students, online evaluation through student feedback surveys)</li> </ul>
2.	<p><u>Personal Teaching and Improving Practice</u></p> <p>Teaching practice informed by own or other's research or informed by personal practice.</p> <p>Playing an active and significant role in the strategic direction and development of Teaching and Scholarship in the Faculty/School.</p>	<ul style="list-style-type: none"> <li>• Evidence of successful implementation of improvement in own teaching linked to QAA benchmarks within the last 5 years.</li> <li>• Successful development of collaborative teaching programme design in a lead role within the past 5 years.</li> </ul>	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and the impact of what you have done. Some examples areas are provided as guidance:</i></p> <ul style="list-style-type: none"> <li>• significant and demonstrable impact on the delivery of teaching, scholarship, student experience, teaching strategies, assessment, government, health, the environment or cultural life. Directly and measurably influencing and adding value to the University and an external organisation at regional or national level</li> <li>• Involvement in CPD activities, such as peer review, workshops, professional development courses that have led to an enhancement in your own teaching practice</li> <li>• contributing to teaching innovation within a professional body with impact across the sector</li> </ul> <p>Further examples of teaching innovation can be found at the <a href="#">SALT website</a></p>

<p><b>3.</b></p>	<p><u>Professional Recognition</u></p> <p>Sustained commitment to dissemination across the sector – with outcomes.</p> <p>Contribution to institutional teaching impact.</p> <p>External recognition of scholarly performance at this level.</p>	<ul style="list-style-type: none"> <li>• <b>Speaker or session convener at national or international pedagogic event in the past 3 years on 2 occasions.</b></li> <li>• <b>Senior Fellow of the HEA, or equivalent or nominated for National Teaching Fellowship.</b></li> <li>• National Teaching Award.</li> <li>• At least 3 examples with evidence of national recognition in the last 5 years.</li> </ul>	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and the impact of what you have done. Some examples areas are provided as guidance:</i></p> <ul style="list-style-type: none"> <li>• evidence of a sustained record of successful publication, for example pedagogic practice, curriculum design, teaching innovations or student experience</li> <li>• invitations to national or international conferences or professional meetings to give invited lectures</li> <li>• having a senior Faculty/School role in relation to the enhancement of teaching such as Programme/Portfolio Director or Senior Academic Mentor</li> <li>• Senior Fellowship of the Higher Education Academy or equivalent or other HE teaching qualification</li> <li>• evidence of application or nomination for a national teaching award at sector or subject level</li> <li>• evidence of working in an external advisory capacity, for example as an external subject specialist or a Senior External Academic Advisory Role</li> <li>• recognition for teaching excellence through national awards, prizes or nominations</li> <li>• leading work, with colleagues, on teaching innovation within a professional body with impact across the sector</li> </ul>
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4.	<p><u>Advancing Practice of others</u></p> <p>Demonstration of how innovation, contribution and development have informed practice of others through influencing and mentoring.</p> <p>A record of incremental development in terms of innovative contribution and development, supporting colleagues within the University or across the sector.</p>	<ul style="list-style-type: none"> <li>• Demonstrable impact/dissemination of change to support the development of other teachers.</li> <li>• A successful funding bid or revenue generation for developments in teaching or student experience in the last 3 years.</li> <li>• A sustained track record of Teaching and Scholarship activities leading to demonstrable outcomes or publications in appropriate media, showing a continuing upward trajectory.</li> <li>• Evidence of leading School or Department teaching development over the last three years and evidence of its impact on teaching.</li> <li>• Evidence of feedback from peers.</li> </ul>	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and the impact of what you have done. Some examples areas are provided as guidance:</i></p> <ul style="list-style-type: none"> <li>• leading Faculty/School level practice development or, leading cross-institutional practice development or cross-disciplinary practice development</li> <li>• leading change and aspects of teaching activity within a Faculty/School or the University</li> <li>• engaging with subject educational networks or associations at a senior level</li> <li>• evidence of successfully securing external funding for learning and teaching projects</li> <li>• contributing to funded practice development</li> <li>• contributing to the development of strategy, vision and plans to take forward teaching and learning at Faculty/School or University level</li> <li>• successful production of teaching materials which are in use at other institutions</li> <li>• contributing to the accreditation of University programmes by external professional bodies</li> <li>• Evidence of sustained mentoring or of active assessment (as an assessor in SALT or with Advance HE) of claims for HEA Fellowship</li> <li>• engaging positively in the peer observation process</li> <li>• contributing to leading the successful improvement of Faculty/School metrics with regard to TEF</li> <li>• contributing to ensure activities are aligned to the University and Faculty Learning and Teaching strategy</li> </ul>
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**Please note:**

- Indicative Performance Levels have been calculated on a full-time Equivalent basis. To ensure transparency, consistency and inclusivity, expectations must be realistic with regards to quantity of output. For those working on a part-time contract these levels must be calculated pro-rata. Staff that have individual circumstances should also have the opportunity to share the impact of these on their activity.
- Where there is more than one Indicative Performance Level, the University's strategic priority is indicated in bold.

## Academic Career Pathways

### Enhanced Criteria – Innovation and Engagement

Innovation and engagement relates to activities that positively impact external bodies and the University based on academic endeavours. Such activities could be driven by projects that are innovation-led creating new products and processes or civic mission and engagement-led driving new ways of working, educational/research opportunities, public engagement and policy/legal changes. In some instances a body of work will have both an innovation an engagement element.

	Criteria	Indicative Performance Level	Examples
1.	<p><b><u>Outcome and Impact</u></b></p> <p>I&amp;E activities leading to demonstrable outcomes adding value to business, government, health and wellbeing, the environment, society, cultural life or other external organisations with significant national/international impact.</p> <p><i>N.B. This can be innovation led or engagement led.</i></p> <p>Playing an active and significant role in the strategic direction and development of I&amp;E work with a sustained track record of I&amp;E activities leading to demonstrable outcomes or publications in appropriate media, (with added</p>	<ul style="list-style-type: none"> <li>• <b>Publication (at least 4 in 5 years) with significant national/international influence.</b></li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• <b>A record of engagement in national media appropriate to the area (over 5 years) with significant national/international influence.</b></li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• <b>Developing a new or innovative project which engages several partners: NHS, Govt, Policy Makers, the public. OR</b></li> </ul>	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and the impact of what you have done. Some examples areas are provided as guidance:</i></p> <ul style="list-style-type: none"> <li>• producing publications, findings or reports that have significant impact on a national organization (e.g. professional bodies, government bodies, NGOs, national advisory bodies)</li> <li>• significant and demonstrable impact on business, government, health, the environment or cultural life. Directly and measurably influencing and adding value to an external, organization, public or environment at significant, national/ international level</li> <li>• regular publication or engagement in national /international publications or media, as appropriate to the area, with significant national/ international influence</li> <li>• changed behaviour, practice, policy or service delivery</li> <li>• a record of patents, copyright or other IP. Evidence of a portfolio of IP exploitation including investment funding, licence agreements, shares and any relevant Technology transfer activity, which has external traction</li> <li>• establishment of a spin out company</li> </ul>

<p>value to business, government, health, the environment, society, cultural life or other external organisations) showing a continuing upward trajectory.</p>	<ul style="list-style-type: none"> <li>• <b>Example(s) which show significant contribution and demonstrable impact on an external organisation, environment or in an area of practice in 5 years.</b></li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• A developing portfolio of patents &amp; IP, which has external traction</li> </ul>	<ul style="list-style-type: none"> <li>• facilitating the exploitation of new products or technology in industry/business/practice</li> <li>• the development of impact work (REF impact cases as an example), study/other relevant impact activities</li> <li>• demonstrable contribution to the development of new technology</li> <li>• a significant and demonstrable impact on a national body or on professional practice</li> <li>• contribution at community level or to networks or to programme</li> <li>• leading and delivering significant impact</li> <li>• leading on engagement in education, such as initiating student placements, with demonstrable impact on the programme</li> <li>• leading on the delivery of our civic mission to support national, local and regional challenges to better connect the University with our communities and with demonstrable outcomes (e.g. increasing engagement with our communities and increasing public participation in our events, volunteering, driving ambition in our communities, raising awareness in schools and developing relationships with civic leaders)</li> </ul>
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<p><b>2.</b> <u>Projects and Income</u></p> <p>Securing appropriate external resources. Designing/planning and managing I&amp;E projects.</p> <p>(Continuing success in obtaining significant funding or other resources to support projects. Responsibility for developing and leading major projects and managing project deadlines, resources and outcomes to ensure timely completion).</p>	<ul style="list-style-type: none"> <li>• <b>Leadership of a major project or engagement in the last 5 years and taking it to a successful outcome through securing significant funding.</b></li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• <b>Personal leadership to a portfolio of smaller projects that together represent a significant contribution and funding.</b></li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• <b>Leading a network of external partners to mobilise resources to enable a significant project.</b></li> </ul>	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and the impact of what you have done. Some examples areas are provided as guidance:</i></p> <ul style="list-style-type: none"> <li>• successfully leading major projects</li> <li>• developing and leading successful bids for external funding to support innovation and engagement activity</li> <li>• leading a large multi-organisational project team or international consortium</li> <li>• commercial exploitation of research, knowledge transfer or scholarly activity through IP, including patent licence, copyright or spin-out companies</li> <li>• obtaining evidence of growing revenue generation for the University through, for example, licensing of IPR or sale of equity in spin out companies (where appropriate to the discipline)</li> <li>• identifying and exploiting new markets for CPD or International Trans-National Education (TNE)/Collaborative activities that have an impact on income generation for the Faculty/University</li> <li>• developing public engagement activities or projects which generate significant national/international engagements</li> <li>• organisation of an international/education conference</li> <li>• identifying areas for consultancy contracts and creating a framework to ensure that projects run according to plan</li> <li>• contributing to grant proposals to Public Engagement with Research (PER) funding bodies or as part of larger funding proposals</li> </ul>
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			<ul style="list-style-type: none"> <li>• contributing to the delivery of significant income to enrich Faculty/School activities, e.g. doctoral training centres, transnational education (TNE) income</li> <li>• contributing to income related I&amp;E consultancy with extent and impact</li> <li>• leadership in obtaining external collaborative income, including follow-on funding from internally allocated funding, such as RWIF as a platform</li> </ul>
3.	<p><u>Esteem</u></p> <p>Recognition as an established authority within the field for contribution to engagement activities (business, government, health and wellbeing, the environment, society, cultural life or other external organisations) at national/international level.</p>	<ul style="list-style-type: none"> <li>• <b>At least three examples of national/ international recognition in the last 5 years as an invited speaker.</b></li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• <b>Taking a major role in contributing to national policy guidelines/standards or media coverage.</b></li> </ul>	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and the impact of what you have done. Some examples areas are provided as guidance:</i></p> <ul style="list-style-type: none"> <li>• being appointed to a governing body of a regional or national industry, professional, public or charitable organisation</li> <li>• evidence of commissioned publications recognised nationally</li> <li>• being invited to provide specialist advice, expertise or consultancy by an external organisation</li> <li>• a track record of providing consultancy to external organisations</li> <li>• regular invitations to national or international conferences or professional meetings to give invited lectures and/or keynote contributions</li> <li>• invitation to work with large business or other national organisations, government agencies or committees or involvement of national policy working groups</li> <li>• chairing a regional or national committee, special interest group, review panel or network</li> <li>• taking a major role in forming, developing and managing collaborative partnerships, networks or groups</li> </ul>

			<ul style="list-style-type: none"> <li>• leading/contributing to national policy guidelines and standards</li> <li>• national/international recognition by appropriate bodies, for example through awards, prizes, nominations etc</li> <li>• developed relationships with major public engagement partners</li> <li>• contributing to the development of new partnerships that add significant value to the University, e.g. with community groups</li> </ul>
4.	<p><u>Influencing and Promoting the I&amp;E Environment in the University</u></p> <p>Influencing and embedding innovation and/or engagement through acting as a role model and developing others. (Leading University or Faculty/School initiatives in I&amp;E through Influencing key parties within the University to ensure that mechanisms are in place to exploit fully the potential benefits of innovation and engagement activity).</p>	<p>At least three examples of impact or influence in the last 5 years at University or Faculty/School level.</p>	<p><i>Demonstrate, using a reflective approach, your personal contribution, the scale and the impact of what you have done. Some examples areas are provided as guidance:</i></p> <ul style="list-style-type: none"> <li>• establishing new courses (including professional learners, specialized research training, CPD) based on I&amp;E work</li> <li>• setting up university or Faculty/School wide schemes for student placement, including research activities or CPD or other activities via business, government agencies, government agencies or other national external collaborators</li> <li>• developing collaborative provision arrangements with external partners that bring financial benefit to the University or Faculty/School</li> <li>• leading I &amp; E activity within a Faculty/School</li> <li>• working with senior managers to develop strategy, policy, vision and plans to take forward innovation and engagement at Faculty/School or University level, e.g. REF Impact activities, the wider impact agenda and/or to support or mentor colleagues in impact developments</li> <li>• developing others as a recognized authority on I&amp;E within the Faculty/School</li> </ul>

			<ul style="list-style-type: none"> <li>• contributing to ensure activities are aligned to the Faculty/University Innovation and Engagement strategy</li> <li>• developing activities that embed and enable Public engagement with research (PER) with impact at Faculty/School level</li> <li>• contributing to engagement with a large number of employers relevant to the discipline for year in industry, summer placements, etc.</li> <li>• contributing to developments that provide significant return on investment for Faculty/School activities, e.g. software tools, doctoral training centres, transnational education (TNE) activities</li> </ul>
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**Please note:**

- Indicative Performance Levels have been calculated on a full-time Equivalent basis. To ensure transparency, consistency and inclusivity, expectations must be realistic with regards to quantity of output. For those working on a part-time contract these levels must be calculated pro-rata. Staff that have individual circumstances should also have the opportunity to share the impact of these on their activity.
- Where there is more than one Indicative Performance Level, the University’s strategic priority is indicated in bold.

## Academic Career Pathway Indicative Performance Levels

Indicative Performance Levels have been calculated on a Full Time Equivalent basis.

To ensure transparency, consistency and inclusivity, expectations must be realistic with regards to quantity of output.

For those working on a part-time contract these levels must be calculated pro-rata. Staff that have individual circumstances should also have the opportunity to share the impact of these on their activity.

## Appendix A - Research

### Research Outputs

A rolling 5-year total number of publications with a recorded star rating. The year is defined as a calendar year, i.e. 1<sup>st</sup> January to 31<sup>st</sup> December.

Please note that at present, publications shown within the PDR are only those that are:

- i. Recorded on the University Research Information System (RIS) and
- ii. Have been assessed through REF 2014 and subsequent mini-REF exercise(s)

Indicative levels are as follows:

#### Core Research

##### Number of publications

2 x publications of quality

#### Enhanced Research

Role	Number of publications
Lecturer	4 x 3*
Senior Lecturer	4 x 3*
Associate Professor	3 x 3* 1 x 4*
Professor	2 x 3* 2 x 4*

*Please note that where it has been confirmed that a paper will be/has been submitted to REF as a double weighted publication, this will be counted as two*

## 1. Grant Income

A 5-year rolling average of the value of the grant income awarded.  
The year is defined as the academic year, i.e. 1<sup>st</sup> August to 31<sup>st</sup> July.

### How is this calculated?

Indicative performance levels are arrived at by identifying the range between the respective quartiles of the following datasets for each department;

- i. The 2014/15 Research Income in the HESA Finance Return for the institutions in the University Benchmark Group (UBG), for each subject
- ii. 3 year average of Swansea University (SU) Research Income at department level

### Indicative levels are as follows:

#### Core Research

No indicative level for grant income obtained.  
Evidence of external resources secured relevant to the area over a 5 year period, such as those indicated in the example box.

#### Enhanced Research

Role	Grant income
Lecturer	No indicative level for grant income obtained. Applications for research grants as Co-Investigator. At least one award within 3 years.
Senior Lecturer	The award should be between the SU Lower Quartile and UBG Lower Quartile for PI and/or Col activity (as illustrated in the metrics below).
Associate Professor	The award should be between the SU Median and the UBG Median for PI activity only (as illustrated in the metrics below).
Professor	The award should be between the SU Upper Quartile and the UBG Upper Quartile for PI activity only (as illustrated in the metrics below).

Grant Income ACP 2016	Professor		Associate Professor		Senior Lecturer	
	UQ		Med		LQ	
	Swansea	UBG	Swansea	UBG	Swansea	UBG
Engineering	141	124	57	107	22	81
Sports Science	64	37	23	16	18	15
Mathematics	5	39	2	30	1	22
Computer Science	166	86	37	73	3	46
Physics	156	177	18	129	4	95
Geography	82	51	32	35	9	24
Biosciences	46	121	15	80	9	69
Medicine	231	169	78	143	7	83
Health Science	87	37	13	29	2	27
Psychology	29	74	18	51	8	30
Social Work and Social Care	180	46	41	38	16	15
History	31	22	7	13	1	7
Classics	49	30	26	8	3	4
English Literature & Creative Writing	4	12	0.4	7	0.2	3
English Language	4	12	0.4	7	0.2	3
Modern Languages	7	21	2	6	1	4
Department of Media Studies	7	13	4	4	0.3	1
Political and Cultural Studies	72	23	17	16	2	6
Education	72	23	17	16	2	6
Department of Welsh	29	21	15	6	0	4
Law	6	10	2	7	0.9	2
Criminology	40	46	37	38	33	15
Accounting and Finance	48	12	26	8	3	5
Business	5	12	4	8	3	5
Economics	57	15	50	8	39	3

**University  
Benchmark  
Group**

**Swansea  
University Data**



**Note:** The indicative grant income is the total grant amount over the last 5 years, divided by 5 to give the annual average amount as shown in this table.

Uses HESA 2014-15 data and internal data 2012-13 to 2014-15 (includes ERDF and ESF funding)

## 2. PGR Supervision

This is the number of PGR students supervised during the academic year by first and second supervisor status.

**Indicative levels are as follows:**

### Core Research

No indicative level for PGR supervision
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### Enhanced Research

Role	PGR Supervision
Lecturer	No indicative level for PGR supervision as a first or second supervisor. Part of a supervisory team of a current PGR student.
Senior Lecturer	At least 1 current student as first or second supervisor, as part of a record of PGR supervision and completion, including PhD
Associate Professor	Successful completion of at least 1 PGR student as first supervisor within a 5 year period and typically acting as first supervisor for at least 1 student per year, as part of a sustained record of postgraduate research student supervision and completion (including PhD).
Professor	Successful completion of at least 2 PGR students as first supervisor within a 5 year period and typically acting as first supervisor for at least 2 students per year, as part of an extensive and sustained record of successful postgraduate research student supervision and completion (including PhD).

## Appendix B – Teaching & Scholarship

### Module Evaluation

The average score of responses across all modules coordinated or taught for the module feedback questions:

1. Feedback on my work so far has helped to improve my learning
2. Overall, I am satisfied with the quality of the module
3. Overall, I am satisfied with my experience of this lecturers teaching on this module

**How is this calculated?** The indicative performance levels are calculated by analysing the distribution of the score for the questions for each employee role. Quartile data was chosen to inform the minimum levels.

Indicative levels are as follows:

#### Core Teaching

ACP 2016	
Module Evaluation Questions	Lower Quartile (25%)
1. Feedback on my work so far has helped to improve my learning	3.8
2. Overall, I am satisfied with the quality of the module	3.9
3. Overall I am satisfied with my experience of this lecturers teaching on this module	4.0

*Uses Internal 2015-16 data*

#### Enhanced Teaching & Scholarship

ACP 2016	Professor	Associate Professor	Senior Lecturer	Lecturer
Module Evaluation Questions	Upper Quartile (75%)	Median Quartile (50%)	35 percentile (35%)	Lower Quartile (25%)
1. Feedback on my work so far has helped to improve my learning	4.5	4.1	4.0	3.8
2. Overall, I am satisfied with the quality of the module	4.7	4.3	4.0	3.9
3. Overall I am satisfied with my experience of this lecturers teaching on this module	4.8	4.5	4.2	4.0

**Note:** the 35<sup>th</sup> percentile is between the lower quartile (25%) and the median (50%).

*Uses Internal 2015-16 data*

## Appendix C – HEA

Indicative levels are as follows:

### Core Teaching

Holding or actively working towards and obtaining HEA Fellowship.

There are two routes for obtaining HEA Fellowship. “Actively working towards HEA Fellowship” is recorded as either of the following:

Route	Actively working towards HEA Fellowship
<b>i. PG Certificate in Higher Education</b>	A person is considered to be working towards Fellowship if he/she has: <ul style="list-style-type: none"> <li>• Overall Pass for module SL-M01</li> <li>• At least 2 Components above the Pass Mark for module SL-M02</li> </ul>
<b>ii. Accreditation</b>	A person is considered to be working towards Fellowship <sup>[1]</sup> if he/she has completed the activities of the SALT Online Learning Object regarding HEA Fellowship and the UKPSF and has submitted a draft of their Fellowship application to SALT.

### Enhanced Teaching

Role	HEA
Lecturer	<b>Fellowship of HEA or equivalent.</b>
Senior Lecturer	<b>Fellowship of HEA or equivalent.</b>
Associate Professor	<b>Senior Fellow of the HEA, or equivalent or nominated for National Teaching Fellowship.</b>
Professor	<b>National recognition for excellent teaching/strategic impact for example as Principal Fellow of the HEA or a National Teaching Fellowship, or shortlisted for National Teaching Fellowship</b>

<sup>[1]</sup> The Term ‘Fellowship’ means all categories of Fellowship supported by the SAR route – Associate, Fellow or Senior Fellow