ACADEMIC EMPLOYMENT FRAMEWORK

19 April 2013

Contents

Introduction

It is vital that the academic workforce is aligned to new ways of working, using a relevant and modernised employment framework.

The university recognises the importance of its academic workforce and the need to develop a stronger and more appropriate profile of its academic staff. The external environment has never been more competitive and it is recognised that the university must ensure that it has a modernised employment framework for its academic staff through which the university can rise to the competitive and funding challenges ahead.

A range of issues have been identified in relation to the present academic employment framework.

We wish to encourage research at the university, but currently we lack clarity on teaching hours, research outputs and how staff should be using their time.

Currently, there is little consistency in terms and conditions of employment across the university. There are differences between academic, support and management staff in: London weighting; annual leave; notice from the university; notice to the university; probationary periods; sick pay and redundancy pay. Therefore, it is also intended to address these issues in the framework.

Given the university's strategic direction and the need for a much stronger academic profile, it is proposed to use a career family approach to determine arrangements for the employment of academic staff, including terms and conditions of employment, using the following principles:

i	ensure that all staff have clarity in their role;
ii	develop appropriate progression arrangements for staff within and between any academic career families;
iii	introduce criteria-based promotion for academic staff;
iv	develop new professorial roles;
v	reward scholarly and research activities;
vi	reward excellence in teaching;
vii	determine appropriate terms and conditions of employment.

This approach is outlined in detail below.

Development

Career development and continued professional development

The academic framework places greater emphasis on staff engaging in appropriate career development and continuing professional development activities.

Continued professional development can be defined as:

any process or activity, planned or otherwise, that contributes to an increase in, or the maintenance of knowledge, skills and personal qualities related to the person's role(s).

Individual members of staff are responsible for taking an active role in planning their personal development, undertaking agreed development activities.

Appraisal and learning and development plans

All staff will take part in an annual appraisal where development is planned and evaluated.
An individual's development needs are identified and responded to appropriately during local induction, interim and final probation reviews and appraisal reviews.

It is important to allow reasonable time for development activities.
Staff will have at least five days for development each year which will be reflected in a current learning and development plan.

It remains an individual's responsibility to use the academic framework to take charge of their own career development.

Resources and funding

Development activities can be many and varied but where formal training and qualifications are appropriate the university has increased the learning and development budget available for staff development.

Staff will receive support through internal providers of development activities (INSTIL, human resources, the quality office and INSPIRE and these internal providers will keep staff informed about the learning and development opportunities open to them.
Courses provided by the university are also available to members of staff at no charge.

Career paths and moving streams

The development activities can be designed to follow the clear career paths within the framework streams, to facilitate movement through and across streams.

A sideways move can be achieved by changing the balance of the role between teaching and research. This would normally happen through the regular annual appraisal review, in agreement with your manager.
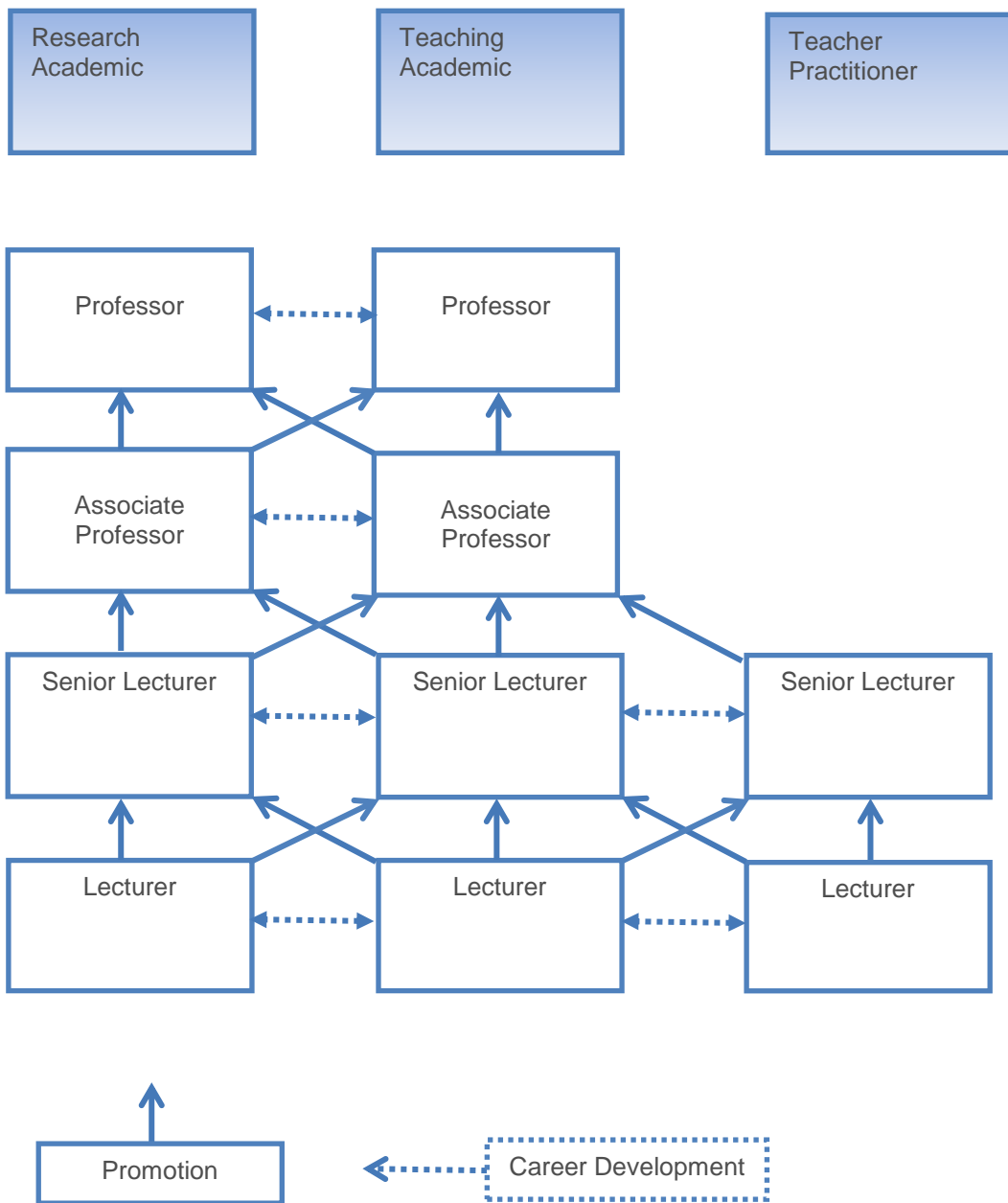
Promotion

Staff will have an opportunity to apply for promotion annually.

From senior lecturer and above this will involve a formal application considered by a promotion panel.

If you are in a lecturer role you will be assessed annually with a view to progression to senior lecturer. The expectation is that promotion to the senior lecturer role should follow the successful completion of a three year development plan. The opportunity for accelerated promotion is available for outstanding performers within this period.

Profiles – overview

Research Academic	Teaching Academic	Teacher Practitioner

Professor	Professor

Associate Professor	Associate Professor

Senior Lecturer	Senior Lecturer	Senior Lecturer

Lecturer	Lecturer	Lecturer

Promotion	Career Development

Academic role profiles in detail

The role profiles at each level build on the role at the level immediately below and show the expectations and responsibilities of staff at this level.

The university would not expect an academic to carry out all of the activities all of the time.

There is also no assurance that they will be given the opportunity to do all of these activities, although it does mean that the university can expect or require a member of staff at that level to do any of these activities, with reasonable notice and support.

Equally, the role profile is not exhaustive, and a role holder may be required to undertake other duties of similar level and responsibility.

In some roles and disciplines, some of the activities detailed as follows will be essential requirements of the role.

The role profiles outlined below will not be used to allocate individuals to streams. They show the expectations of staff once they are undertaking these roles.

The role profiles in this document will fulfill three purposes: appointment, promotion and development. The duties shaded in light blue show what is expected, and what an individual will be assessed against, when applying for promotion. This shading also signifies the knowledge and skills that are required for appointment to an academic role.

The remainder of the role profile shows which duties will typically be expected from an individual once they are fully competent in that role. The areas not shaded are not used for promotion or appointment, but show a typical range of duties expected from a role at that level, in the relevant stream.

LEARNING AND TEACHING (DEVELOPMENT & DELIVERY)

- Doctorate in appropriate discipline
- Extensive experience of delivering high quality teaching and supervision
- Supervision of research students to successful completion
- First supervisor of at least two postgraduate students

- Preferably HEA Fellowship
- Oversee the design and delivery of educational degree curricula and playing a lead role in the development of educational strategy and operational standards.
- Establish international reputation as an expert and leader within specialist field
- Continually update knowledge and understanding in academic specialism and lead colleagues in identifying significant development opportunities

RESEARCH & SCHOLARSHIP

- Provide research leadership within the department/school and university through identifying, developing and leading significant research directions and projects
- Regularly present at national/international conferences, particularly as a keynote lecturer. At least two outputs per year
- Secure substantial research grants / funding
- Secure knowledge exchange activities
- Evidence of a high quality and sustained record of achievement in research and publication recognised nationally or internationally

- Lead a programme of research, disseminating results through regular and sustained publications in high impact journals, books and conferences
- Develop roles in the assessment and management of research at national and international levels
- Develop and make leading contributions to research collaboration with other institutions or organisations

ENTERPRISE AND EMPLOYER ENGAGEMENT

Select three from the highlighted options in this section (enterprise and employer engagement) and the following section (academic and professional leadership). One must involve income generation.

- Develop and lead research based enterprise activities generating income.
- Lead the development of knowledge exchange activities and promote public engagement by, for example, establishing research and/or educational links with industry
- Evidence of influencing public policy and the professions at national and international level

- Proven ability to attract substantial research and/or enterprise funding and awards over a sustained period
- Secure income through knowledge exchange activities
- Cultivate research, consulting or advisory relationships with other organisations
- Develop interactions with key stakeholders, to include public and community engagement

ACADEMIC & PROFESSIONAL LEADERSHIP – INTERNAL & EXTERNAL ACADEMIC COMMUNITY

- Lead at a strategic level in the work of the school and university, for example through participation in the school senior management team and by playing a lead role on

university committees
● Lead the development, coordination and implementation of research strategy
● Manage significant activities and resources and provide outstanding leadership, support and direction to academic/professional staff
● Engage in, and where appropriate, set the agenda in national and international academic debates and within professional institutes, learned/practitioner societies and governmental committees

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Associate Professor (Research Academic)

LEARNING AND TEACHING (DEVELOPMENT & DELIVERY)

- Doctorate in appropriate discipline
- Design, develop and deliver a range of high quality programmes of study (sometimes for entirely new courses) at various levels
- Experience of supervision of research students: first supervision to completion
- Preferably HEA Fellowship
- Sustained track record of leading design, development & delivery of varied methodologies and substantial educational programmes
- Contribute to teaching and learning policy, school plans and strategies
- Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students
- Continually update knowledge and understanding in academic specialism

RESEARCH & SCHOLARSHIP

- Evidence of a research portfolio
- Lead a programme of research, disseminating results through regular and sustained publications in high impact journals, books and conference proceedings
- Provide research leadership within the department/school and university through identifying, developing and leading significant research directions and projects
- Act as a referee and contribute to peer assessment

ENTERPRISE AND EMPLOYER ENGAGEMENT

- Attract substantial research and/or enterprise funding over a sustained period
- Proactively support the development of knowledge exchange activities and promote public engagement by establishing research and/or educational links with industry
- Demonstrable links with industry, government and/or relevant chartered/professional bodies
- Secure substantial research grant funding and attract income through knowledge exchange activities
- Evidence of securing and sustaining third stream income

ACADEMIC & PROFESSIONAL LEADERSHIP – INTERNAL & EXTERNAL COMMUNITY

- Contribute to leadership, development, coordination and implementation of research strategy
- Contribute strategically to the school executive, board & university

Plus demonstrate one out of the criteria below

- Lead high quality contributions to pedagogical research
- Provide academic leadership in development and innovation across the curricula which are responsive to emerging challenges, priorities and needs
- Act as a leader or manager e.g. course leader or major programme leader
- Develop an established national reputation as an expert and leader within specialist field
- Membership of relevant chartered/professional bodies

Senior Lecturer (Research Academic)

LEARNING AND TEACHING (DEVELOPMENT & DELIVERY)

- Doctorate in appropriate discipline
- PG Cert or HEA fellow
- Completed transfer to a doctoral programme (registered)

- Apply innovative teaching techniques at undergraduate and postgraduate levels, including development and management of medium to large teaching programmes
- Develop and deliver a range of teaching programmes at undergraduate and postgraduate levels, including leading curriculum review and enhancement activities, in a manner that supports a research-led approach to student learning
- Design and manage processes in relation to student assessment, examination and feedback activities
- Identify areas where current provision is in need of revision or improvement
- Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking
- Continually update knowledge and understanding in academic specialism

RESEARCH & SCHOLARSHIP

- Evidence of a research portfolio
- Research interests consistent with the strategic direction of the school/university
- Evidence of securing research funding and managing research projects

As above plus two of the optional criteria below

- Experience of multi/inter-disciplinary research
- Integrate a work-based learning approach within the curricula
- Determine relevant research objectives and prepare research proposals
- Lead individual and collaborative research activities, building on an established and distinctive programme of research and disseminating results through regular and sustained publications in high impact journals, books and conference proceedings
- Manage research groups as project leader, providing leadership, support and guidance to research staff and students and academic colleagues as appropriate

ENTERPRISE AND EMPLOYER ENGAGEMENT

- Secure, as co-investigator or principal, proposals to appropriate external bodies for research funding and manage grants awarded
- Extend a network of employers with engagement potential

- Contribute towards the development of knowledge exchange activities by, for example, establishing research and/or educational links with industry and influencing public policy and the professions
- A track record of securing enterprise income

ACADEMIC & PROFESSIONAL LEADERSHIP – INTERNAL & EXTERNAL COMMUNITY

Plus two from the criteria below

- Engage in module or course development and course leadership
- Carry out department/school and/or university administrative and management functions, for example by convening or participating in relevant committees
- Contribute to the strategic development of the department/school through, for example, developing new research directions and/or educational courses
- Play a senior role within an academic team and motivate and lead staff and teams of less experienced staff and research students

LEARNING AND TEACHING (DEVELOPMENT & DELIVERY)

- Higher degree in appropriate discipline
- Achieve PG Cert or HEA fellowship within two years of appointment
- Teach as a member of a teaching team at undergraduate and postgraduate levels in a developing capacity within an established programme of study, with the assistance of a mentor if required
- Teach in a developing capacity in a variety of settings from small group tutorials to large lectures
- Contribute to the design, development and delivery of a range of teaching programmes at undergraduate and postgraduate levels, including curriculum review and enhancement activities, in a manner that supports a research-led approach to student learning
- Transfer knowledge in the form of practical skills, methods and techniques.
- Ensure that content, methods of delivery and learning materials will meet the defined learning objectives
- Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking
- Undertake student assessment and examination activities, with guidance, including the provision of appropriate feedback to students
- Integrate a work-based learning approach within the curriculum
- Critically evaluate and reflect on teaching practice and methodology and collaborate with colleagues on course development activities and in the planning and implementation of curriculum changes
- Continually update knowledge and understanding in academic specialism

RESEARCH & SCHOLARSHIP

- Contribute to research consistent with the strategic direction of the school.
- Experience of multi/inter-disciplinary research
- Develop research objectives and proposals for own or joint research, with the assistance of a mentor if required
- Engage with collaborative research activities, building on an established and distinctive programme of research
- Disseminate research results through regular and sustained publications in high quality journals, books and conference proceedings, demonstrating standards of excellence
- Conduct individual and collaborative research projects that underpin the research aims and scholarly activity of the school
- Secure research funding and manage small research projects

ENTERPRISE AND EMPLOYER ENGAGEMENT

Select two from the next sections

- Contribute towards securing, as co-investigator or principal, proposals to appropriate external bodies for research funding and manage grants awarded.
- Develop demonstrable links with industry
- Contribute towards the development of knowledge exchange activities establishing research and/or educational links with industry

ACADEMIC & PROFESSIONAL LEADERSHIP – INTERNAL & EXTERNAL COMMUNITY

- Contribute towards the development of knowledge exchange activities establishing

research and/or educational links with industry
- Carry out school and/or university administrative and management functions, for example by convening or participating in relevant committees.
- Contribute to the strategic development of the school through, for example, developing new research directions and/or educational courses.
- Play a role within an academic team environment and motivate research students.

LEARNING AND TEACHING (DEVELOPMENT & DELIVERY)

- Doctorate in appropriate discipline
- HEA principal fellow
- Extensive experience of delivering high quality teaching and supervision
- Supervision of research students to successful completion
- A record of leading innovation in all learning and teaching practice making use of the latest research, scholarship and technology

- Oversee the design and delivery of degree curricula and play a lead role in the development of educational strategy and operational standards
- Established national or international reputation as an expert & leader within specialist field
- Lead the development and delivery of high professional standards in the university
- Invitations to give keynote addresses on teaching and learning to university and well-regarded national or international conferences or to host such conferences
- Contribute to national bodies concerned with the development of teaching and learning
- Continually update knowledge and understanding in academic specialism and lead colleagues in identifying significant development opportunities

RESEARCH & SCHOLARSHIP

- Lead high quality contributions to pedagogical research to enhance teaching and learning
- A significant record of publication of books or articles on teaching and learning in well-regarded peer reviewed outlets
- Evidence of a high quality and sustained record of achievement in research and publication, recognised nationally or internationally

- Regularly present at international or national conferences, particularly as a keynote speaker
- Secure research grant / funding
- Secure knowledge exchange activities
- Develop research interests consistent with the strategic direction of the school or university

ENTERPRISE AND EMPLOYER ENGAGEMENT

- Plan and lead significant research outcomes in the commercial world.
- Cultivate research, consulting or advisory relationships with other organisations.
- Develop interactions with key stakeholders, to include public and community engagement.

- Lead the development of knowledge exchange activities and promote public engagement by, for example, establishing research and/or educational links with industry.
- Secure income through knowledge exchange activities
- Evidence of influencing public policy and the professions at national and international level.
- Proven ability to attract research funding and awards over a sustained period.

ACADEMIC & PROFESSIONAL LEADERSHIP – INTERNAL & EXTERNAL ACADEMIC COMMUNITY

- Lead at a strategic level in the work of the school and university, for example through

participation in the school senior management team and by playing a lead role on university committees.
🌀 Provide strategic leadership to enhance student learning with a focus on teaching quality, contributing at a senior level to the school and university
🌀 Manage significant activities and resources with an established track record of project, budget and staff management
🌀 Act as a lead in innovation in all learning and teaching activities, including use of technology
🌀 Provide leadership and direction to academic/professional staff developing strategies to support others through mentoring and coaching in delivering high quality teaching
🌀 Engage in, and where appropriate, set the agenda in national or international academic debates within professional institutes, learned/practitioner societies and governmental committees.

LEARNING AND TEACHING (DEVELOPMENT & DELIVERY)

- Doctorate in appropriate discipline/s or achieved within six months of appointment
- HEA senior fellow
- Contribute to national profile of academic subject e.g. external examining; QAA inspector.
- Design, develop and deliver a range of high quality programmes of study (sometimes entirely new courses) at various levels.
- Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students.
- Sustained track record of leading design, development & delivery of varied methodologies and substantial educational programmes.
- Contribute to review and development of teaching and learning at school or university level.
- Contribute to teaching and learning policy, school plans and strategies
- Significant experience in fostering teaching skills development in school or university.
- Continually update knowledge and understanding in academic specialism.

RESEARCH & SCHOLARSHIP

- Apply research to influence teaching and learning practice
- Contribute towards research leadership within the department/school and university through identifying, developing and leading significant research directions and projects
- Integrate subject and pedagogic research and scholarship as part of a cohesive approach to academic practice
- Determine relevant research objectives and prepare research proposals.
- Act as a referee and contribute to peer assessment

ENTERPRISE AND EMPLOYER ENGAGEMENT

- Establish demonstrable links with industry, government and/or relevant chartered/professional bodies
- Lead the development of knowledge exchange activities and promote public engagement by establishing research and/or educational links with industry
- Attract substantial research funding over a sustained period
- Secure substantial research grant funding and attract income through knowledge exchange activities
- A track record of securing third stream income

ACADEMIC & PROFESSIONAL LEADERSHIP – INTERNAL & EXTERNAL COMMUNITY

- Act as leader or manager e.g. course leader or major programme leader
- Coordinate and support academic and professional staff: develop strategies to support others through mentoring and coaching in delivering teaching and learning
- Lead high quality contributions to pedagogical research, assessment methodologies and blended learning methods
- Mentor staff in teaching, learning and assessment techniques
- Enhance teaching and learning visibility and impact across the school and university
- Develop an established national reputation as an expert and leader within specialist field
- Contribute strategically at a senior level to the school executive, board, & university
- Membership of relevant chartered/professional bodies

LEARNING AND TEACHING (DEVELOPMENT & DELIVERY)

- Higher degree in appropriate discipline
- PG Cert or HEA fellow
- Completed transfer to a doctoral programme (registered)
- Apply innovative teaching techniques at undergraduate and postgraduate levels, including development and management of medium to large teaching programmes
- Develop and deliver a range of teaching programmes at undergraduate and postgraduate levels, including leading curriculum review and enhancement activities, in a manner that supports a research-led approach to student learning

- Design and manage processes in relation to student assessment, examination and feedback activities
- Identify areas where current provision is in need of revision or improvement
- Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking
- Continually update knowledge and understanding in academic specialism

RESEARCH & SCHOLARSHIP

- Research interests consistent with the strategic direction of the school/university

As above plus two of the optional criteria below

- Experience of multi/inter-disciplinary research
- Secure research funding and manage research projects
- Integrate a work-based learning approach within the curricula
- Lead individual and collaborative research activities, building on an established and distinctive programme of research and disseminating results through regular and sustained publications in high impact journals, books and conference proceedings
- Manage research groups as project leader, providing leadership, support and guidance to research staff and students and academic colleagues as appropriate

ENTERPRISE AND EMPLOYER ENGAGEMENT

- Establish demonstrable links with industry
- A track record of securing enterprise income

- Secure proposals to appropriate external bodies for research funding and manage grants awarded

ACADEMIC & PROFESSIONAL LEADERSHIP – INTERNAL & EXTERNAL COMMUNITY

- Demonstrate at least two criteria from below

- Engage in module or course development and course leadership
- Carry out department/school and/or university senior administrative and management functions, for example by convening or participating in relevant committees
- Contribute to the strategic development of the department/school through, for example, developing new research directions and/or educational courses
- Play a senior role within an academic team, motivate and lead staff and teams of less experienced staff and research students
- Membership of relevant chartered/professional bodies

LEARNING AND TEACHING (DEVELOPMENT & DELIVERY)

- Higher degree in appropriate discipline
- Achieve PG Cert or HEA fellowship within two years of appointment
- Teach as a member of a teaching team at undergraduate and postgraduate levels in a developing capacity within an established programme of study, with the assistance of a mentor if required
- Teach in a developing capacity in a variety of settings from small group tutorials to large lectures
- Contribute to the design, development and delivery of a range of teaching programmes at undergraduate and postgraduate levels, including leading curriculum review and enhancement activities, in a manner that supports a research-led approach to student learning
- Transfer knowledge in the form of practical skills, methods and techniques
- Ensure that content, methods of delivery and learning materials will meet the defined learning objectives
- Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking
- Undertake student assessment and examination activities, with guidance, including the provision of appropriate feedback to students
- Integrate a work-based learning approach within the curriculum
- Critically evaluate and reflect on teaching practice and methodology and collaborate with colleagues on course development activities and in the planning and implementation of curriculum changes
- Continually update knowledge and understanding in academic specialism

RESEARCH & SCHOLARSHIP

- Contribute to research consistent with the strategic direction of the school
- Contribute to scholarship, research and knowledge exchange activities as required
- Publish research in high quality publications demonstrating standards of excellence
- Apply for research funding and manage small research projects

ENTERPRISE AND EMPLOYER ENGAGEMENT

- Contribute towards proposals to appropriate external bodies for research funding and manage grants awarded
- Develop demonstrable links with industry
- Contribute towards the development of knowledge exchange activities establishing research and/or educational links with industry

ACADEMIC & PROFESSIONAL LEADERSHIP – INTERNAL & EXTERNAL COMMUNITY

- Carry out school and/or university administrative and management functions, for example, by convening or participating in relevant committees
- Contribute to the strategic development of the school through, for example, developing new research directions and/or educational courses
- Play a role within an academic team environment and motivate research students
- Membership of relevant chartered/professional bodies

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LEARNING AND TEACHING (DEVELOPMENT & DELIVERY)

- Higher degree or professional qualification in appropriate discipline
- PG Cert or HEA fellow
- Apply innovative teaching techniques at undergraduate and postgraduate levels, including development and management of medium to large teaching programmes
- Develop and deliver a range of teaching programmes at undergraduate and postgraduate levels, including leading curriculum review and enhancement activities, in a manner that supports a research-informed approach to student learning
- Design and manage processes in relation to student assessment, examination and feedback activities
- Translate knowledge of advances in subject area into teaching and assessment methods and materials
- Identify areas where current provision is in need of revision or improvement
- Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking
- Continually update knowledge and understanding of academic specialism

RESEARCH & SCHOLARSHIP

- Demonstrate one criteria from the next 3 sections
- Contribute to scholarship, continually updating professional knowledge and skills and incorporating this learning as appropriate into teaching delivery
- Contribute to related research activities by providing specialist input based on professional expertise, experience and qualifications/registration
- Integrate a work-based learning approach within the curricula

ENTERPRISE AND EMPLOYER ENGAGEMENT

- Collaborate with colleagues on the development of knowledge exchange activities by, for example, participating in initiatives which establish educational links with industry and influence public policy and the professions

ACADEMIC & PROFESSIONAL LEADERSHIP – INTERNAL & EXTERNAL ACADEMIC COMMUNITY

- Engage in module or course development and course leadership
- Carry out department/school and/or university senior administrative and management functions, for example, by convening or participating in relevant committees
- Play a senior role within an academic team, motivate and lead staff and teams of less experienced staff
- Membership of relevant chartered/professional bodies
- Contribute in a developing capacity to department/school and/or university administrative and management functions and committees

LEARNING AND TEACHING (DEVELOPMENT & DELIVERY)

- Higher degree or professional qualification in appropriate discipline
- Achieve PG Cert or HEA fellowship within two years of appointment
- Teach as a member of a teaching team at undergraduate and postgraduate levels in a developing capacity within an established programme of study, with the assistance of a mentor if required
- Teach in a developing capacity in a variety of settings from small group tutorials to large lectures
- Contribute to the design, development and delivery of a range of teaching programmes at undergraduate and postgraduate levels, including curriculum review and enhancement activities, in a manner that supports a research-informed approach to student learning
- Transfer knowledge in the form of practical skills, methods and techniques
- Ensure that content, methods of delivery and learning materials will meet the defined learning objectives
- Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking
- Undertake student assessment and examination activities, with guidance, including the provision of appropriate feedback to students
- Integrate a work-based learning approach within the curriculum
- Critically evaluate and reflect on teaching practice and methodology and make recommendations to enhance teaching delivery methods and/or content
- Continually update knowledge and understanding in academic specialism

Also demonstrate one from the following criteria

RESEARCH & SCHOLARSHIP

- Contribute to scholarship, research and knowledge exchange activities as required

ENTERPRISE AND EMPLOYER ENGAGEMENT

- Significant relevant work experience in appropriate discipline

ACADEMIC & PROFESSIONAL LEADERSHIP – INTERNAL & EXTERNAL COMMUNITY

- Input as a team member to department/school and/or university activities
- Membership of relevant chartered/professional bodies
- Carry out department/school and/or university administrative activities

Terms and conditions of employment for academic staff

	Current terms and conditions	Research academic	Teaching academic	Teacher practitioner
Grades	Grades 6 - 8	Grades 6 - 10	Grades 6 - 10	Grades 6 - 7
London weighting	Non-consolidated	Consolidated into pay scales	Consolidated into pay scales	Consolidated into pay scales
Teaching %	550 contact hours	Max of 33% of time – includes all work defined as teaching, not just contact hours	Max of 60% of time – includes all work defined as teaching, not just contact hours	Max of 90% of time – includes all work defined as teaching, not just contact hours
Research, scholarship & enterprise	N/A	Minimum of 33%	Minimum of 10%	Minimum of 5% to support teaching
Annual leave (days)	35 + 8 + closure	30 + 8 + closure + 5 development leave (G 6/7)	30 + 8 + closure + 5 development leave (G 6/7)	30 + 8 + closure + 5 development leave (G 6/7)
Sick Pay	Graduated, reaching 6 months' full & 6 months' half after 4 years	6 months' full pay & 6 months' half pay from beginning of employment	6 months' full pay & 6 months' half pay from beginning of employment	6 months' full pay & 6 months' half pay from beginning of employment
Notice to UWL	2 months	12 weeks	12 weeks	12 weeks
Notice from UWL	3 months	12 weeks	12 weeks	12 weeks
Maternity leave	4 week's full pay 2 weeks @ 90% 12 weeks' ½ pay + SMP 21 weeks' SMP	4 weeks' full pay 2 weeks @ 90% 12 weeks' ½ pay + SMP 21 weeks' SMP	4 weeks' full pay 2 weeks @ 90% 12 weeks' ½ pay + SMP 21 weeks' SMP	4 weeks' full pay 2 weeks @ 90% 12 weeks' ½ pay + SMP 21 weeks' SMP
Pension	Final Salary TPS	Final Salary TPS	Final Salary TPS	Final Salary TPS
Probationary period	12 months for new teachers	12 months on appointment	12 months on appointment	12 months on appointment
Redundancy pay	Statutory maximum	0-2 yrs service – 1 week's pay, followed by statutory	0-2 yrs service – 1 week's pay, followed by statutory	0-2 yrs service – 1 week's pay, followed by statutory

Salary and grading structure for academic staff

UWL pay spine step	Salary	Lecturer (new grade 6)	Senior lecturer (new grade 7)	Associate professor (new grade 8)
51	£56,513			7
50	£55,414			6
49	£54,336			5
48	£53,274			4
47	£52,234			3
46	£51,214			2
45	£50,215			1
44	£48,256		6	
43	£47,445		5	
42	£46,162		4	
41	£44,919		3	
40	£43,710		2	
39	£42,538		1	
38	£41,420	6	X	
37	£40,293	5	X	
36	£39,219	4		
35	£38,175	3		
34	£37,163	2		
33	£36,180	1		
32	£34,091	X		
31	£33,163	X		

Note 1:	Grades	5 - 7	Academic and professional staff grades
	Grades	8 - 10	Senior staff grades

Note 2:	New UWL pay spine

Note 3:	Scale point removed
	Scale point added

Promotion Process for progression from Lecturer to Senior Lecturer

Employee	Line Manager / Head of School	Panel	HR	Notes

Agree Targets for Year 1

Support and Development Options

Assessment after 9 months
Extend Probation
Proceed to next stage

Agree Targets for Year 2

Support and Development Options

Assessment after 21 months
Consider Formal Options
Proceed to next stage

Agree Targets for Year 3

Support and Development Options

Proceed to Senior Lecturer
Assessment after 33 months
Extend probation / Consider options

Probation Extended
Agree Further Targets

Consider Formal Options

Further Assessment

Successful Completion
Confirmation of SL Status and salary

Notes

Assessment Template /Appraisal including
- Development Plan
- Record of achievement
- Targets

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Promotion Process for progression to Associate Professor or Professor

Employee

HR

Panel

Applies for promotion using CV template

Academic profile streams
- Teaching
- Research
- Teacher Practitioner

- Learning and teaching
- Research and scholarship
- Enterprise and employer engagement
- Academic and professional leadership

- PVC
- *HOS x 2*
- *D INSTIL*
- *AD HR*

+ Referees

Lecturer to senior lecturer 2 internal & 1 external

1 internal 2 external

+ Supporting statement

Referees are sought

Panel decides or calls for interview

Interview

Accepts feedback

Decision confirmed and feedback offered

Successful

Unsuccessful

Discuss with Panel chair then appeals decision

Appeal Arranged with Deputy VC & HR D

Appeal

Structure of the new streams

The new model focuses on outputs for the whole academic role, rather than taking a narrow view of only formal scheduled teaching responsibilities. It is designed to protect time for staff in each stream so that an academic is clear about how their work is allocated and distributed and the proportion of time spent on all their varying duties and responsibilities. The model has been based on annualised hours of 1,498 hours for full-time academic staff.

It is important to note that the proportion of time allocated to "teaching" in the three models below is a maximum. Teaching has been expanded and includes all methods defined as teaching by the Quality Assurance Agency for Higher Education (see pages 28 - 31 below), and preparation and marking i.e. is not solely class contact time. The proportion of time allocated to teaching is a **maximum** amount in each of the three streams.

The time allocated to "research, scholarship and enterprise" is a **minimum** within each stream.

There are no upper or lower limits to "academic leadership and administration" in any of the streams.

This model has been designed to give individuals "flex" so that they can balance their outputs according to their development, duties and responsibilities for each academic year.

Key task	Career family		
	Research academic (%)	**Teaching academic (%)**	**Teacher practitioner (%)**
Teaching (**maximum**)	33	60	90
Research, scholarship and enterprise (**minimum**)	33	10	5
Administration, academic leadership and enterprise (remainder)	33	30	5
Total	100	100	100
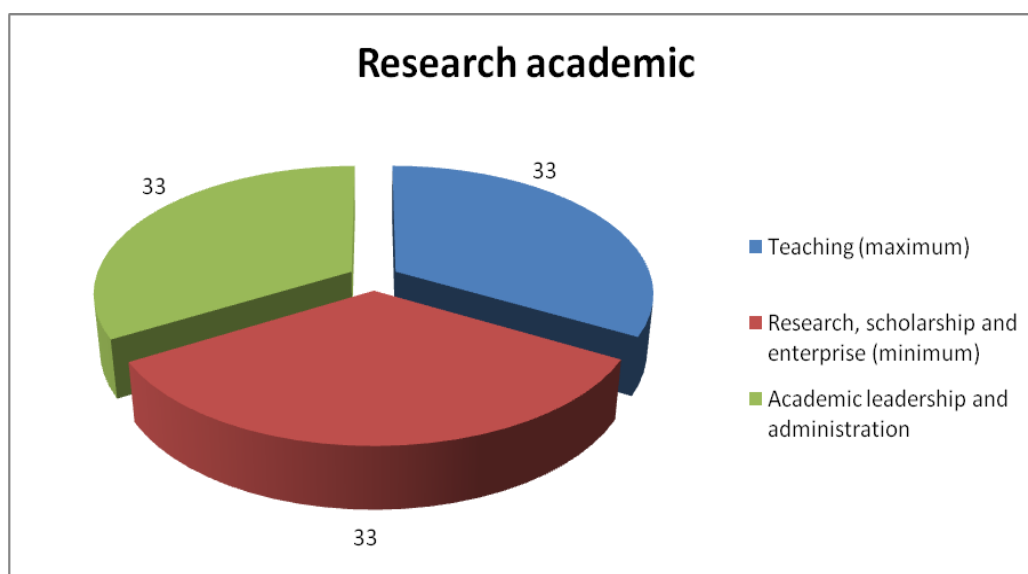
The proportion of time allocated to teaching is a **maximum** amount. An academic member of staff allocated to the research academic stream will spend **up to**, but **no more than**, one third of their time teaching. Teaching includes preparation, marking, assessment and delivery. (See pages 28 - 31 below.) [Using the current model, this equates to formal scheduled teaching responsiblites of approximately 250 hours for a full-time member of staff.]

The proportion of time allocated to research is a **minimum** amount. An academic member of staff allocated to the research academic stream will spend **at least** one third of their time on research and enterprise (defined on pages 32 - 33 below), with agreed and defined outputs.
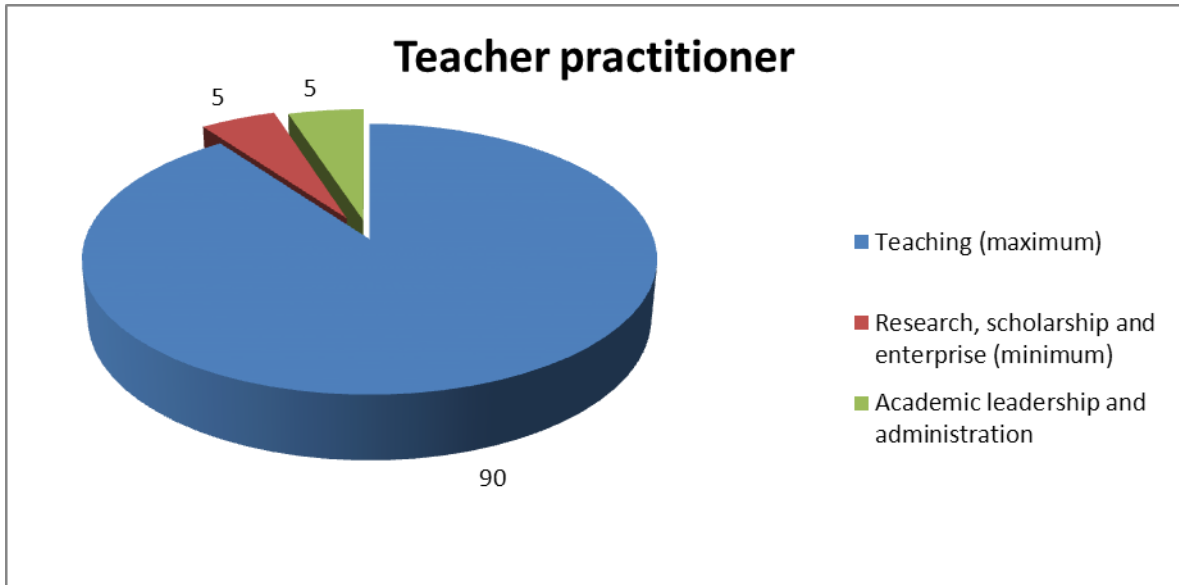
Every academic member of staff is expected to agree outputs in relation to leadership and/or administration, with the proportion of time spent in these activities completing the total amount of time allocated.
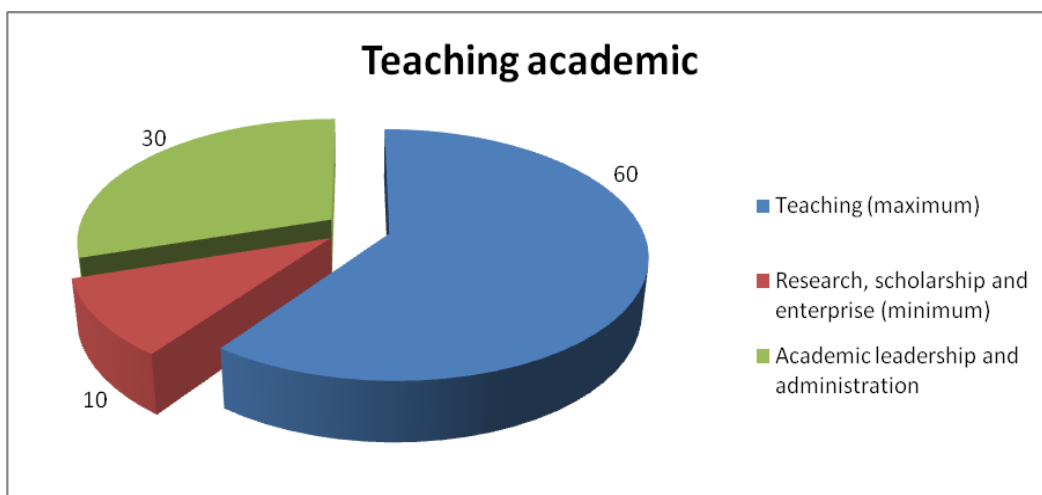
The proportion of time allocated to teaching is a **maximum** amount. An academic member of staff allocated to the teaching academic stream will spend **up to**, but **no more than**, 60% of their time teaching. Teaching includes preparation, marking, assessment and delivery. (See pages 28 - 31 below.) [Using the current model, this equates to formal scheduled teaching responsiblites of approximately 450 hours for a full-time member of staff.]

The proportion of time allocated to research is a **minimum** amount. An academic member of staff allocated to the teaching academic stream will spend **at least** 10% of their time on research and enterprise (defined on pages 32 - 33 below), with agreed and defined outputs.

Every academic member of staff is expected to agree outputs in relation to leadership and/or administration with the proportion of time spent in these activities completing the total amount of time allocated.

Teacher practitioner

5   5

90

- Teaching (maximum)
- Research, scholarship and enterprise (minimum)
- Academic leadership and administration

The proportion of time allocated to teaching is a **maximum** amount. An academic member of staff allocated to the teacher practitioner stream may spend up to, but no more than, 90% of their time teaching. Teaching includes preparation, marking, assessment and delivery. (See pages 28 - 31 below.) [Using the current model, this equates to formal scheduled teaching responsiblites of approximately 670 hours for a full-time member of staff.]

An academic member of staff allocated to the teacher practitioner stream will have no defined ouputs for research and enterprise, but allocated 5% of time to both activities. If teaching is less than 90% of time, and research and enterprise is increased, outputs for research and enterprise will be agreed and defined.

Every academic member of staff is expected to agree outputs in relation to leadership and/or administration with the proportion of time spent in these activities completing the total amount of time allocated.

Clinical staff

The resources supporting student work-based learning in the college of nursing, midwifery and healthcare are different as there are academic staff employed specifically for this function.
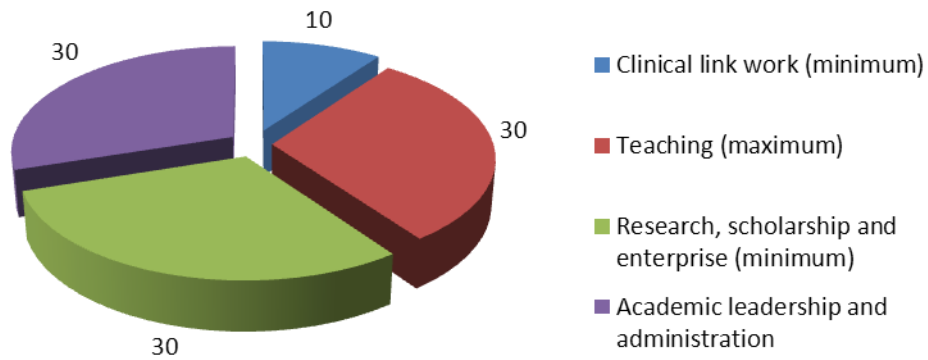
Academic staff within these areas are required to work at partner organisations each week during teaching weeks. This reflects the support provided for students in work based learning, which involves a mixture of practitioner teaching, pastoral support, personal clinical updating and relationship building with partner organisations.

Clinical academic staff are required to work for a minimum proportion of time on clinical link duties and responsibilities, which does not vary across the three streams. This is a minimum of 10% of total time. The remaining time for teaching; research, enterprise and scholarship; and academic leadership and administration is allocated in the same proportion across the three streams as for non-clinical staff.
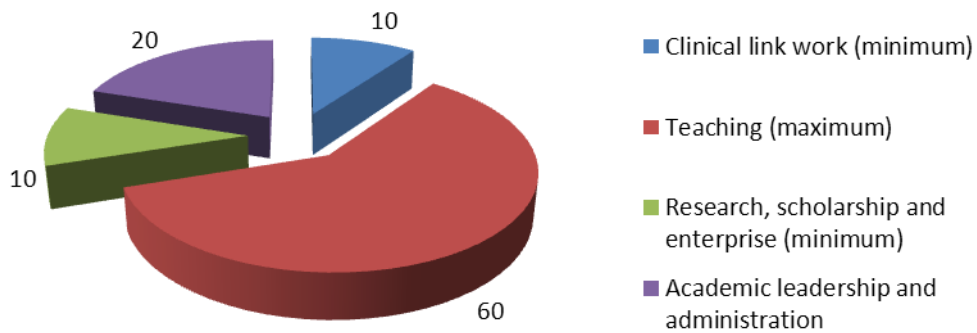
The percentages shown for research are still minima and the percentages shown for teaching are still maxima.

Key task	Career family		
	Research academic (%)	Teaching academic (%)	Practitioner teacher (%)
Clinical link work (**minimum**)	10	10	10
Teaching (**maximum**)	30	60	80
Research, scholarship and enterprise (**minimum**)	30	10	5
Academic leadership and administration (**remainder**)	30	20	5
Total	100	100	100

Clinical research academic

- Clinical link work (minimum)
- Teaching (maximum)
- Research, scholarship and enterprise (minimum)
- Academic leadership and administration

10
30
30
30

Clinical teaching academic

- Clinical link work (minimum)
- Teaching (maximum)
- Research, scholarship and enterprise (minimum)
- Academic leadership and administration

10
20
10
60

Clinical teacher practitioner

- Clinical link work (minimum)
- Teaching (maximum)
- Research, scholarship and enterprise (minimum)
- Academic leadership and administration

5
5
10
80
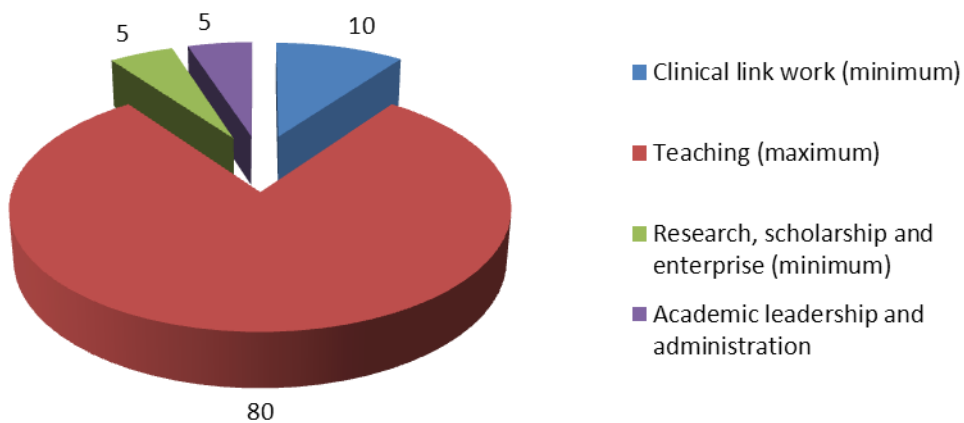
Teaching

Learning and teaching activities regarded as contact

The following teaching methods were identified as being within the formal 550 contact hours. The descriptors are based on Quality Assurance Agency for Higher Education's guidelines[1]. These hours are shown in the timetable.

Approaches to learning and teaching vary according to the subject and mode of delivery. They will change over time. The following descriptions are intended to distinguish between methods from the perspective of presenting course level information rather than to present a detailed pedagogical account of each approach.

Lecture

A presentation or talk on a particular topic.

The term 'lecture' covers everything from the traditional model, where a single member of the institution's staff or an affiliate, introduces ideas or delivers facts to a group of students, to approaches that might be much more interactive, involve a variety of contributors, make use of a range of media and technologies, and take place virtually as well as in person.

Lectures are assumed, in general, to involve larger groups of students than do seminars and tutorials but size will vary depending upon the nature of what is being taught, the size of the overall student cohort, and practical concerns.

Seminar

A discussion or classroom session focusing on a particular topic or project.

Seminars are defined as sessions that provide the opportunity for students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture - the extent of interaction will depend on the delivery method. A typical model would involve a guided, tutor-led discussion in a small group. The term also encompasses student or peer-led classes with a staff member present.

As with lectures, use of technology means seminars may take place virtually. Seminars are assumed in general to involve smaller groups of students than lectures, but size will vary depending upon the nature of what is being taught, the size of the overall student cohort, and practical concerns.

Tutorial

A meeting involving one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project.

Tutorials may be distinguished from seminars for the stronger emphasis that they place on the role of the tutor in giving direction or feedback. Tutorials can happen virtually as well as face-to-face.

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[1] Explaining contact hours: Guidance for institutions providing public information about higher education in the UK, the Quality Assurance Agency for Higher Education, August 2011

Project supervision

A meeting with a supervisor to discuss a particular piece of work.

The term 'project supervision' is used to refer to the meetings that a student or group of students would have with a supervisor, to plan, discuss, and monitor progress on a particular piece of work, such as a dissertation or extended project. Meetings can take place virtually or in person.

The size of a project supervision meeting will depend upon the number of students involved in the work concerned and the nature of that work but supervisions will frequently also take place on a one-to-one basis.

Demonstration

A session involving the demonstration of a practical technique or skill.

Examples might include the demonstration of laboratory skills, clinical skills, and performance art or fieldwork techniques. Demonstrations can take place virtually or in person. The size of a demonstration is likely to depend upon the number of students involved in the work concerned, as well as the nature of that work, but could also take place on a one-to-one basis.

Practical classes and workshops

A session involving the development and practical application of a particular skill or technique.

Examples are wide ranging and could include a laboratory class, recital, artefact handling/identification, language conversation, sports match and so on. Practical classes and workshops might incorporate elements of teaching or guided learning, and they are at least likely to be supervised or observed. These sessions are more likely to take place in person but, depending on the nature of the subject, may also be conducted remotely.

The size of a practical class or workshop will depend upon the nature of the activity. Workshops are likely to involve at least a small group of students but practical classes could take place on a one-to-one basis.

Supervised time in studio/workshop

Time in which students work independently but under supervision, in a specialist facility such as a studio or workshop.

Examples might include time spent in an art or design studio, or in a rehearsal space such as a workshop theatre. It could be timetabled or take place on an *ad hoc* basis. Peers as well as staff or affiliates may be involved. Due to the nature of the activity, it is unlikely to take place virtually. Supervised time in a studio/workshop might involve a group or individual.

Fieldwork

Practical work conducted at an external site and in most cases should be subsumed within the intended classroom hours or timetabled.

Examples of fieldwork might include survey work and other forms of data collection, excavations and explorations. The work might be unsupervised or supervised, and supervision could be provided by staff or appointed representatives. Some fieldwork may be conducted virtually. Fieldwork might be conducted in groups of various sizes, or by individuals, depending on the nature of the work involved.

External visits

A visit to a location outside of the usual learning spaces, to experience a particular environment, event, or exhibition relevant to the course of study.

Examples are wide ranging and could include a visit to a business or industrial site, built environment site, museum or collection, to attendance at a performance or exhibition.

These visits might be unsupervised or supervised, and supervisors could include staff or appointed representatives. Site visits may be carried out in groups of varying sizes, or by individuals, depending on the nature of the visit and the location.

Work-based learning

Learning that takes place in the workplace.

The term covers any learning that takes place through an organised work opportunity, rather than in a university or college setting, and includes managed placements. Some supervision or monitoring is likely be involved, and may be carried out either by a member of staff or a mentor within the host organisation.

Due to the nature of the activity, work-based learning is unlikely to take place virtually. Students might undertake work-based learning individually or in groups, depending on the nature of the workplace and the learning involved.

Assessment methods

Written exam

Written assignment, including essay

Written exercises that typically have deadlines attached.

Report

A description, summary or other account of an experience or activity.

Dissertation

An extended piece of written work, often the write-up of a final-year project.

Portfolio

A collection of work that relates to a given topic or theme, which has been produced over a period of time.

Project output (other than dissertation)

Output from project work, often of a practical nature, other than a dissertation or written report. Examples are diverse and include the staging of a play or other performance, a piece of artwork, a new product or a poster.

Oral assessment and presentation

A conversation or oral presentation on a given topic, including an individual contribution to a seminar.

Practical skills assessment

Assessment of a student's practical skills or competence. Examples include clinical skills, laboratory techniques, identification of or commentary on artwork, surveying skills, language translation or listening comprehension, and so on.

Set exercises

Questions or tasks designed to assess the application of knowledge, analytical, problem-solving or evaluative skills.

Examples might include data interpretation and data analysis exercises and problem-based or problem-solving exercises.

Preparation and marking

Preparation and marking includes double marking.

Research

Research outputs have been defined by the Research Excellence Framework (REF), as follows:

Authored books

Books edited

Articles and chapters in edited books

Refereed articles in Academic Journals

Non-refereed articles

Refereed and published conference proceedings* (that is, published papers arising from conferences which have been refereed)

Other refereed and/or non-published conference contributions*

Exhibitions and performances (that is, sole or group)

Review articles (excluding book reviews)

Book reviews

Official reports (for example, consultancy reports; report of chaired external committees)

Departmental working papers and University series

Physical artefacts, devices and products

Patents/published patent applications

Compositions

Designs

Digital or visual media

Other forms of public output (for example, production; direction; choreography, musical works; works of art; computer programmes)

Editorships (that is, journal editor, series editor or editorial board membership)

Reviewing (list all journal titles)

*Conferences include learned societies, professional bodies, seminars, symposia; and similar activities.

Enterprise

The following were identified by the Higher Education Council for England and Wales (HEFCE) as enterprise outputs. To be classed as enterprise, outputs should generate income.

Facilitating knowledge/research exploitation process

Skills and human capital development

Knowledge sharing/diffusion

Supporting the community/public engagement

Enterprise education and entrepreneurship

Exploiting the institution's physical assets

Under each category, the following outputs/activities are relevant:
- Collaborative research
- Contract research
- Consultancy
- Facilities and equipment-related services
- Continuing professional development
- Regeneration and development programmes
- IP process (disclosures, protection etc.)
- Licensing and intellectual property
- Formal (HEI's intellectual property-based) spin-offs
- Start-ups (new enterprises not based on formal IP)
- Graduate start-ups
- Public events (public lectures, performance arts, exhibitions etc.)

Administration and Academic Leadership

The following list provides examples of activities that may be classed as administration and academic leadership. It is not exhaustive and other activities of a similar nature may also be defined as administration and academic leadership.

Course leadership

Module leadership

Professional body validation and monitoring

Programme reviews/quality assurance processes

Recruitment of students to courses and associated recruitment administration

Attendance at committees, working groups, boards and other academic meetings

Answering emails, phone calls or any other communication from a student in relation to their course

Student support, inclusive of personal tutees, outside formal teaching duties defined above

Other activities of a similar nature may also be defined as administration or academic leadership.

Clinical Link Work

The following list provides examples of activities that may be classed as clinical link work. It is not exhaustive and other activities of a similar nature may also be defined as clinical link work.

Practice visits

Pastoral care of students in practice

Liaising with mentors

Reviewing quality

Updating practice education

Managing audits

Link tutors may cover one or more trusts and a number of wards.