**Appendix 6: Embedding Fusion: Academic Career Framework [Grades 6 to 9]**

As part of BU2018 a commitment was given to align the Academic Career Framework with the principles of BU2018 in general, and the concept of Fusion, in particular.

The current Career Framework is based on the ‘Four Pillars’ of Research, Education, Professional Practice and Enterprise and this no longer fits the vision and values of BU.

The limitations of the current Career Framework include:

1. a need for greater clarity transparency, consistency and equity.
2. an improvement in the development and progression routes for staff
3. a desire to reflect the concept of Fusion in pay and reward
4. a need to receive credit for academic citizenship.
5. the achievement of greater clarity in terms of the types of output that evidence research, education and professional practice;
6. a framework where measures are, where possible, based on outputs rather inputs (although the behaviours and inputs that enable outputs to be achieved remain vitally important and are recognized in the BU 2018 values);
7. a need to review job titles and functions (especially Grades 9 and 10, outside the Framework Agreement);
8. a desire to have both qualitative and quantitative output descriptors derived from BU2018; and
9. a need to recognize the diversity of academic roles and the balance of Fusion outputs at different career stages.

In order to align fusion with BU 2018, a career matrix has been compiled to form an over-arching framework summarising the ‘typical’ outputs in which staff at each grade may engage. It is not intended to be a definitive or exhaustive list, nor is it expected that all staff will achieve all of the outputs listed. It just provides an indicative guide to help staff understand the expectations associated with each grade and can be used as an aspirational framework to inform short and long term personal development plans.

This revised Academic Career Framework is based on a ‘career matrix’ providing clarity that staff were seeking and helping to inform all academic activity including job descriptions, pay and reward, promotion and progression and appraisal and development

The framework will help ensure staff can access development opportunities to support them in developing their academic identity and academic careers. The use of examples in the framework will help staff to make stronger and more consistent cases for pay, reward and progression, and bestow the value of education and professional practice outputs with the kind of clarity usually associated with research. It will assist the appraisal process in order for managers and staff to engage in dialogue to set objectives which align to development and progression.

The three elements of Fusion are central to the matrix – Education, Research and Professional Practice – and it is the synergies achieved by combining these three activities which lies at the heart of Fusion (e.g. undertaking a piece of research with students who are on a taught unit and engaging or involving an external stakeholder means that education, research and professional practice outputs are derived from the one activity). This is the type of activity embodied in the concepts of co-creation and co-production which are articulated in BU2018; staff, students and external stakeholders coming together to create, share and inspire knowledge.

It is recognised that not all activities conform to the principles of Fusion and those that do not will continue to be important and valued within the Career Framework aligned to BU2018. The desire is to encourage Fusion activity but not diminish the value of activities that are not fused (delivering purely research, education or practice benefits). The balance between the three elements of Fusion will also be different for every member of staff and will change throughout their career as circumstances change.

But BU2018 does require staff to contribute to more than one element of the Fusion triangle. Some staff may be strong in all three elements of Fusion, but others may major in just two elements making only a minor contribution in the third.

In practice this will mean that all staff have the potential to seek promotional progression through the grades if they are able to demonstrate that they have met the criteria for progression at the higher grade through an annual promotion process

The revised Career Framework reflects the need for staff to be able to document outputs under research, education and professional practice separately, but also to be able to demonstrate through examples of good practice where they have tried to synergise one or more of these elements thereby demonstrating Fusion. In light of this the output matrix provides lists of **‘typical’** outputs across all three aspects – education, research and professional practice - as well as providing staff with the opportunity to demonstrate through a short qualitative narrative how they deliver Fusion and align to BU 2018.

The University will provide staff with developmental opportunities in order that they have the support to meet both the expectations of the organisation and to achieve individual aspirations.

**Embedding Fusion: Outputs Matrix**

This document is informed throughout by the staff engagement sessions with the academic community in BU between June and September 2013, by BU2018 and the associated KPI’s and is consistent with the principles set out in the Project Brief and endorsed by UET. It is present here as a document for detailed discussion and negotiation in the spirit of providing a starting point from which to talk. Note that it is also being presented to the UET by the Working Group for comment in parallel.

**The Purpose of the Output Matrix**

The purpose of the matrix is to support the aims of the Embedding Fusion project and any proposed modifications to the Framework Agreement. It will provide a tool that will help us to achieve the following:

* Ensure a clear career framework for academics, aligning this to BU’s vision and values and ensure that academic contribution and expectations in delivering BU2018 through the fusion of academic research, education and professional practice
* Provide a foundation for a suite of job descriptions which are aligned to fusion, with clearly articulated outcomes
* Ensure promotion processes and pay progression should reflect clear outcomes and the wide range of academic activities undertaken as part of Fusion
* Revise our personal development framework to reflect core outcomes and expectations around Fusion with clear alignment to all development opportunities offered within BU

**The Principles of the Output Matrix**

* The matrix sets out expectations, aspirations and opportunities aligned to each role. These include tangible ‘outputs’ that are designed to help us to recognise the equal contribution of education, professional practice and research activities.
* Following extensive engagement with the academic community the matrix contains both hard quantitative measures which are derived directly from the key performance indicators within BU 2018 and softer qualitative measures to be evidenced by case studies that allow staff to articulate their strength’s to their best advantage.
* It incorporates the requests, comments and suggestions made by UCU (22 October 2013) that there should be flexibility within any matrix and that the word ‘typically’ should be used allowing individuals to draw on a range of evidence.
* The matrix is designed to show indicative ‘typical’ academic outputs. It is not a prescriptive list and an individual is not expected to ‘tick all the boxes’, nor is the list meant to be exhaustive in all respects.
* Typically as outlined above ideally an academic would focus on contributing strongly in all three areas through synergistic activity, however it is accepted that this may not be possible for all academic staff and some may focus upon two of the three areas of output (education, research and professional practice), whilst developing their skills and experience in the third area.
* The matrix recognises the importance of team-based contributions, as well as the leadership of those teams. In some elements ‘team based’ contributions are recognised and can be articulated as part of the qualitative narratives, moving horizontally within the matrix with increasing grade there is an expectation that ‘team based’ contributions are progressively replaced by evidence of leadership of those activities.
* The matrix is designed to be holistic, synergistic and dynamic. It is recognised that individuals may have education, research and professional practice outputs spread across several vertical columns and that this balance will change over time depending upon their academic career stage.
* To remove overlap, drive consistency and increase transparency we have clearly defined what is in scope and out of scope for education, research and professional practice as set out below, and have indicated which elements fit where to prevent ambiguity or dual counting.

**The Academic Career Framework Matrix replaces Appendix 5.1 of the 2004 Framework Agreement (definition of standards and indicative outputs/contributions for Education, Research, Enterprise and Professional Practice).**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **In Scope** | **Out of Scope** | **Fusion** |
| **Research**  | * Academic research output – papers, patents, artefacts, exhibits and other non-standard outputs. Inclusive of educational/pedagogic research and all textbooks whether they are research based or not.
* Practice based outputs – professional articles, artefacts, technical manuals, commercial reports, professional/educational textbooks
* RKE income
* Knowledge exchange activity including KTPs, consultancy and commercialisation of IP
* PGR supervision and contribution to the Graduate School
* Research practice – peer review, editorial positions, conference organisations, learned bodies
* International partnerships around research – staff research exchange, international research projects, doctoral mobility
* Evidence of professional practice informing research
 | * Engagement and thought-leadership with professional or government bodies leading to changes in policy or practice.
* Research impact and public engagement
* Income from CPD and short courses
 | Examples of the synergistic combination of research, education and professional practice such that the sum is greater than the component parts delivering an outstanding staff and student experience. This may be evidence in the sum of an academic contribution or via specific examples/case studies.**IN SCOPE*** Clear evidence of examples of the articulation/synergy/combination of research, education and practice to enhance stakeholder (staff, students or external parties) experience and delivery. Examples which lead to the creation of a fused student experience will be given particular credit.
* Clear evidence of examples of the co-creation/production of research and/or educational outputs between staff, students and/or external stakeholders and professional bodies.
* Examples where appropriate of collegial contributions to team objectives around fusion and as appropriate leadership of fused teams.

**OUT OF SCOPE*** Individual standalone research, education or professional practice components.
 |
| **Education** | * Delivery of high quality education
* Student experience and educational enhancement
* Innovation in educational delivery and practice
* Use and development of learning technologies
* Income via CPD, franchise and validation programmes
* Curriculum and product innovation
* Educational practice – QAEG, External Examining, HEA.
* International partnerships around education – student mobility, progression/articulation, TNE, Summer Schools, international recruitment and joint educational delivery.
* Unit and programme coordination and framework leadership, link tutors, personal tutors, year tutors, PAL leadership, widening participation coordinators, international leads around education, peer observation of teaching
* Evidence of professional practice informing education
 | * Education/pedagogic research and associated dissemination
* PGR supervision and contribution to the Graduate School.
 |
| **Professional Practice** | * Practicing as a professional either through BU as a consultant or in private practice where contractual arrangements permit.
* Public and professional engagement with business/industry, government bodies, schools/colleges and the general public.
* Research impact as defined by HEFCE/REF.
* Personal self-development and leadership development.
* Recognition by a professional body as a practicing professional; e.g. chartered status, peer/client assessed professional accreditation.
* International engagement with business/industry or government bodies.
* Engagement and thought-leadership with professional or government bodies leading to changes in policy or practice.
* Organisation of professional/business/industry conferences and workshops
* Current professional quality requiring CPD activity.
 | * Educational practice such as engagement with HEA
* Research practice
 |

**Output Matrix**

The matrix includes those grades within the Framework Agreement. The first statement – in bold and italics – is the statement which is being assessed. The bullets below are typical, although not exhaustive, examples of how this may be evidenced.

**Output Elements: Fusion and Values**

|  | Grade | Associate Academic (G6) | Academic (G7) | Senior Academic (G8) | Principal Academic (G9) |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| Output | Fusion & Values | ***Through a 300 word evidenced narrative an individual should demonstrate how they are contributing to Fusion at BU.*** Narratives will typically:* Be current, defined as within the last three years.
* Focused on the ‘sum’ of an individual’s contribution or alternatively draw on one or more specific examples such as a fused unit or activity.
* Demonstrate the BU Values.
* Demonstrate how the chosen activity/activities contribute to an enhanced student or external stakeholder experience.
* Demonstrate how the chosen activity/activities contribute to the concept of co-creation/production at BU and inspiring student/staff through the creation and sharing of knowledge.
* Be evidenced in such a way that an assessor can follow-up or corroborate any claims that are made.
* May be used as appropriate with permission of the individual in the promotion of good practice within and beyond BU.
 | ***Through a 300 word evidenced narrative an individual should demonstrate how they are contributing to Fusion at BU.*** Narratives will typically:* Be current, defined as within the last three years.
* Focused on the ‘sum’ of an individual’s contribution or alternatively draw on one or more specific examples such as a fused unit or activity.
* Demonstrate the BU Values.
* Demonstrate how the chosen activity/activities contribute to an enhanced student or external stakeholder experience.
* Demonstrate how the chosen activity/activities contribute to the concept of co-creation/production at BU and inspiring student/staff through the creation and sharing of knowledge.
* Be evidenced in such a way that an assessor can follow-up or corroborate any claims that are made.
* May be used as appropriate with permission of the individual in the promotion of good practice within and beyond BU.
 | ***Through a 300 word evidenced narrative an individual should demonstrate how they are contributing to Fusion at BU.*** Narratives will typically:* Be current, defined as within the last three years.
* Focused on the ‘sum’ of an individual’s contribution or alternatively draw on one or more specific examples such as a fused unit or activity.
* Demonstrate the BU Values.
* Demonstrate how the chosen activity/activities contribute to an enhanced student or external stakeholder experience.
* Demonstrate how the chosen activity/activities contribute to the concept of co-creation/production at BU and inspiring student/staff through the creation and sharing of knowledge.
* Be evidenced in such a way that an assessor can follow-up or corroborate any claims that are made.
* May be used as appropriate with permission of the individual in the promotion of good practice within and beyond BU.
 | ***Through a 300 word evidenced narrative an individual should demonstrate how they are contributing to Fusion at BU.*** Narratives will typically:* Be current, defined as within the last three years.
* Focused on the ‘sum’ of an individual’s contribution or alternatively draw on one or more specific examples such as a fused unit or activity.
* Demonstrate your leadership of Fusion.
* Demonstrate the BU Values.
* Demonstrate how the chosen activity/activities contribute to an enhanced student or external stakeholder experience.
* Demonstrate how the chosen activity/activities contribute to the concept of co-creation/production at BU and inspiring student/staff through the creation and sharing of knowledge.
* Be evidenced in such a way that an assessor can follow-up or corroborate any claims that are made.
* May be used as appropriate with permission of the individual in the promotion of good practice within and beyond BU.
 |
| Team versus Leadership | Team Work | ***Emerging evidence via specific examples of a team based contribution to Fusion within your academic team where opportunities allow.*** | ***Emerging evidence via specific examples of a team based contribution to Fusion within your academic group/team where opportunities allow*** | ***Established evidence via specific examples of a team based contribution to Fusion within your academic group/team where opportunities allow*** | ***Sustained evidence of a team based contribution to Fusion within your School where opportunities allow via a range of examples*** |
| Leadership |  |  | ***Emerging examples of leadership and mentorship of colleagues where opportunities allow*** | ***Emerging evidence of leadership of Fusion and mentorship of others where opportunities allow.*** |

**Output Elements: Education**

|  | Grade | Associate Academic (G6) | Academic (G7) | Senior Academic (G8) | Principal Academic (G9) |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| Output | Quality of Educational Delivery | ***Emerging evidence of educational delivery and good practice.*** An individual can choose to evidence this via a 300 word reflective self-assessment of their teaching practice drawing on a range of appropriate evidence, or alternatively they may use some of the following indicators drawn from the HEA Teaching Evidence Framework: * Attendance of relevant training and induction sessions
* Satisfactory unit delivery including both teaching and assessment
* Engagement with assessment boards and programme team meetings
* Satisfactory peer observation of teaching.
* Positive teacher/subject/course evaluations
* Developing examples of good practice adopted by others
* Positive learning outcomes as evidenced by such things as retention and pass rates; student prizes and projects
* Number of successful undergraduate or taught postgraduate research project completions
* Institutional or national teaching awards
 | ***Emerging evidence of educational delivery and good practice.*** An individual can choose to evidence this via a 300 word reflective self-assessment of their teaching practice drawing on a range of appropriate evidence, or alternatively they may use some of the following indicators drawn from the HEA Teaching Evidence Framework: * Attendance of relevant training and induction sessions
* Satisfactory unit delivery including both teaching and assessment
* Engagement with assessment boards and programme team meetings
* Satisfactory peer observation of teaching.
* Positive teacher/subject/course evaluations
* Developing examples of good practice adopted by others
* Positive learning outcomes as evidenced by such things as retention and pass rates; student prizes and projects
* Number of successful undergraduate or taught postgraduate research project completions
* Institutional or national teaching awards
 | ***Established evidence of educational delivery and good practice.*** An individual can choose to evidence this via a 300 word reflective self-assessment of their teaching practice drawing on a range of appropriate evidence, or alternatively they may use some of the following indicators drawn from the HEA Teaching Evidence Framework: * Attendance of relevant training and induction sessions
* Satisfactory unit delivery including both teaching and assessment
* Engagement with assessment boards and programme team meetings
* Satisfactory peer observation of teaching.
* Positive teacher/subject/course evaluations
* Developing examples of good practice adopted by others
* Positive learning outcomes as evidenced by such things as retention and pass rates; student prizes and projects
* Number of successful undergraduate or taught postgraduate research project completions
* Institutional or national teaching awards
 | ***Established/Sustained evidence of educational delivery and good practice.*** An individual can choose to evidence this via a 300 word reflective self-assessment of their teaching practice drawing on a range of appropriate evidence, or alternatively they may use some of the following indicators drawn from the HEA Teaching Evidence Framework: * Attendance of relevant training and induction sessions
* Satisfactory unit delivery including both teaching and assessment
* Engagement with assessment boards and programme team meetings
* Satisfactory peer observation of teaching.
* Positive teacher/subject/course evaluations
* Developing examples of good practice adopted by others
* Positive learning outcomes as evidenced by such things as retention and pass rates; student prizes and projects
* Number of successful undergraduate or taught postgraduate research project completions
* Institutional or national teaching awards
 |
| Output | Student Experience and Educational Enhancement | ***Evidence of how you are beginning to make an emerging contribution, both as an individual and as part of a team, to an enhanced student experience through educational enhancement activity.*** Typical evidence might include:* Innovation around student engagement
* Individual and team based enhancement initiatives
* Contribution to extracurricular activity
 | ***Evidence of how you are making an emerging contribution, both as an individual and as part of a programme/framework team, to an enhanced student experience through educational enhancement activity.*** Typical evidence might include:* Innovation around student engagement
* Example of recognised good practice
* Individual and team based enhancement initiatives
* Contribution to extracurricular activity
 | ***Evidence of how you are making an emerged contribution, both as an individual and as part of a programme/framework team, to an enhanced student experience through educational enhancement activity.***  Typical evidence might include:* Innovation around student engagement
* Example of recognised good practice being adopted by colleagues within your Group/School
* Individual and leadership of team based enhancement initiatives
* Leadership of extracurricular activity
 | ***Evidence of how you are making an established contribution, both as an individual and as part of a programme/framework team, to an enhanced student experience through educational enhancement activity.*** Typical evidence might include:* Application, conversion and withdrawal data for programmes to which you contribute and/or lead
* Example of recognised good practice being adopted by colleagues beyond your School
* Leadership around student engagement including participation in relevant School/BU committees
* Leadership of team based enhancement initiatives
* Leadership of extracurricular activity
 |
| Curriculum Innovation/development and the use of appropriate learning technology | ***Begin to make an emerging contribution to curriculum innovation and use of educational technology through such activities as:**** Developing units and components thereof
* Innovations around such things as curriculum design, delivery and assessment
* Use of learning platforms as appropriate including but not restricted to MyBU.
 | ***Make an emerging contribution to curriculum innovation and use of educational technology through such activities as:**** Developing units and components thereof
* Innovations around such things as curriculum design, delivery and assessment
* Use of learning platforms as appropriate including but not restricted to MyBU.
* Contributing to programme revisions and/or the development of new programmes via team meetings and attendance as appropriate at validation events
 | ***Make an emerged contribution to curriculum innovation and use of educational technology through such activities as:**** Developing new units and components thereof
* Innovations around such things as curriculum design, delivery and assessment that are commended via peer adoption or by external examiners.
* Use of learning platforms as appropriate including but not restricted to MyBU.
* Contributing to programme revisions and/or the development of new programmes via team meetings and attendance as appropriate at validation events
* Evaluation of new curriculum and/or learning technologies
* Prizes and commendations for curriculum innovation and use of e-technology
* Successful introduction and development of major curriculum innovations including new programmes
* Development of new programme accreditations and enhancements
* Development of international educational partnerships
 | ***Make an established contribution to curriculum innovation and use of educational technology through such activities as:**** Developing new units/programmes/frameworks and components thereof
* Innovations around such things as curriculum design, delivery and assessment that are commended via peer adoption or by external examiners.
* Use of learning platforms as appropriate including but not restricted to MyBU.
* Leadership of programme/framework revisions and/or the development of new programmes/frameworks via team meetings and attendance/leading/chairing a appropriate validation events
* Evaluation of new curriculum and/or learning technologies leading to external reporting
* Prizes and commendations for curriculum innovation and use of e-technology
* Development of new programme accreditations and enhancements
* Development of international educational partnerships
 |
| Citizenship | Internal | ***Begin to make an emerging contribution to education administration/management in your academic subject area through such activities as:**** Unit administration
* Participation in open days and direct educational recruitment activity as appropriate
 | ***Make an emerging contribution to education administration/management in your academic subject area through such activities as:**** Unit leadership and appropriate administration
* Programme co-ordination or similar roles
* Participation in open days and direct educational recruitment activity as appropriate
* Personal or cohort tutors
* Membership of programme team committees and other such working groups

***When reviewing supporting evidence in this context the successful delivery of roles such as Programme Coordination will be afforded particular weight.*** | ***Make an emerged contribution to education in your academic subject area through such activities as:**** Unit leadership and appropriate administration
* Programme co-ordination or similar roles
* Framework leadership of small and simple academic frameworks
* Participation/leadership in open days and direct educational recruitment activity including international trade missions
* Participate in the development of international partnerships around education.
* Lead/contribute to curriculum design and validation both within your own discipline area and in others
* Participating in peer teaching observation
* Active membership of QAEG
* Membership of School Quality and Enhancement Committees and other such committees and working groups
* Membership of BU wide educational committees and working groups

***When reviewing supporting evidence in this context the successful delivery of roles such as Framework Leadership and Programme Coordination will be afforded particular weight.*** | ***Make an established contribution to education in your academic subject area through such activities as:**** Unit leadership and appropriate administration
* Programme co-ordination or similar roles
* Framework leadership of complex or large academic frameworks with complex professional requirements.
* Participation/leadership in open days and direct educational recruitment activity including international trade missions
* Play an active role in developing international student mobility and exchange opportunities.
* Lead the development of international partnerships around education.
* Lead/contribute to curriculum design and validation both within your own discipline area and in others
* Active membership of QAEG chairing exam boards and validation/review panels
* Leading peer teaching observation
* Membership of School Quality and Enhancement Committees and other such committees and working groups
* Membership of BU wide educational committees and working groups
* Mentor others with respect to education practice

***When reviewing supporting evidence in this context the successful delivery of roles such as Framework Leadership and Programme Coordination will be afforded particular weight.*** |
| External | ***Begin to make an emerging contribution to education in your academic subject area through such activities as:**** Engaging with the HEA
* Gain a relevant teaching qualification if not already achieved
 | ***Make an emerging contribution to education in your academic subject area through such activities as:**** Engaging with the HEA, such as becoming an HEA Fellow as appropriate to level of experience
* Participating in external learning and teaching events
* Activity linked directly to the student employability agenda
 | ***Make an emerging contribution to education in your academic subject area through such activities as:**** Engaging with the HEA, such as becoming an HEA Fellow as appropriate to level of experience
* Participating in external learning and teaching events
* Act as external examiner for taught programmes at other HEI’s
* Applying/receiving for institutional teaching awards
* Applying/receiving internal grants for learning and teaching projects
* Development and support of placement activity including coordinating roles within Schools.
* Activity linked directly to the student employability agenda
 | ***Make an established contribution to education in your academic subject area through such activities as:**** Engaging with the HEA, such as becoming an HEA Fellow as appropriate to level of experience
* Participating in external learning and teaching events
* Act as external examiner for taught programmes at other HEI’s
* Contribution to external validation/accreditation reviews
* Applying/receiving for national teaching awards
* Applying/receiving external grants for learning and teaching projects
* Development and support of placement activity including coordinating roles within Schools.
* Activity linked directly to the student employability agenda
 |

**Output Elements: Research**

|  | Grade | Associate Academic (G6) | Academic (G7) | Senior Academic (G8) | Principal Academic (G9) |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| Output | Research and Knowledge Exchange Outputs | ***Begin to develop a body of published work and/or artefacts relevant to a given discipline both in terms of types and volumes.*** Typically some of the following:* Contribute towards team published work and/or artefacts relevant to a given discipline both in terms of types and volume
* Develop personal research and scholarly development programme(s) including registering for a postgraduate degree if/as appropriate.
 | ***An emerging body of published work and/or artefacts relevant to a given discipline both in terms of types and volume.*** Typically some of the following:* An emerging body of published work commensurate with discipline and sector norms validated by external benchmarks.
* For academic disciplines clear evidence of regular submission of output for publication. Numbers will vary with disciplines but the benchmarks of at least two peer reviewed journal publications (or equivalent) per year or a book/monograph every two years is provided in way of guidance.
* Publication of textbooks, professional manuals/books and technical reports.
* For professional disciplines between three and four publication in professional outlets per year.
* Evidence annually of at least two conference presentations (including those hosted at BU)
 | ***An established body of published work and/or artefacts relevant to a given discipline both in terms of types and volume.*** Typically some of the following:* An established body of published work commensurate with discipline and sector norms validated by external benchmarks.
* For academic disciplines clear evidence of regular submission of output for publication. Numbers will vary with disciplines but the benchmarks of at least two peer reviewed journal publications (or equivalent) per year or a book/monograph every two years is provided in way of guidance.
* For professional disciplines between 3 and 4 publication in professional outlets.
* Publication of textbooks, professional manuals/books and technical reports
* Evidence annually of at least two conference presentations.
* Evidence of active publishing/collaboration with students and international colleagues with at least two co-authored publications with a student or international colleague every three years.
 | ***An established body of published work and/or artefacts relevant to a given discipline both in terms of types and volume.*** Typically some of the following:* An established body of published work commensurate with discipline and sector norms validated by external benchmarks.
* For academic disciplines clear evidence of regular submission of output for publication. Numbers will vary with disciplines but the benchmarks of at least three peer reviewed journal publications (or equivalent) per year or a book/monograph every two years is provided in way of guidance.
* For professional disciplines between 3 and 4 publication in professional outlets.
* Publication of textbooks, professional manuals/books and technical reports
* Evidence annually of at least two conference presentations.
* Evidence of active and regular publishing/collaboration with students and international colleagues with at least two co-authored publications with a student or international colleague every two years.
 |
| Research and Knowledge Exchange Income | ***Begin to develop a track record, relevant to discipline norms, of seeking Research Knowledge Exchange (RKE) funding for such things as travel, research consumables, studentships/staffing.*** Typically some of the following:* Contribute towards as part of a team to external RKE bids for travel, research consumables, studentships/ staffing
* Applications for internal RKE funding.
 | ***An emerging track record, relevant to discipline norms, of external Research Knowledge Exchange (RKE) bids for travel, research consumables, studentships/staffing.*** Typically some of the following:* Submission of at least one external quality approved RKE bids per annum as Principal Investigator. This might include such things as research council/charity projects, contract research, consultancy or KTP applications.
* Submission of at least two external RKE bids with colleagues within or beyond BU as a co-investigator or collaborator/contributor
* Successful applications for internal RKE funding.
 | ***An emerged track record, relevant to discipline norms, of external Research Knowledge Exchange (RKE) bids for travel, research consumables, studentships/staffing.*** Typically:* Submission of more than one external quality approved RKE bids per annum as Principal Investigator. This might include such things as research council/charity projects, contract research, consultancy or KTP applications.
* Submission of multiple (i.e. >2) external RKE bids with colleagues within or beyond BU as a co-investigator or collaborator/contributor
* Successful applications for internal RKE funding.
 | ***An established track record, relevant to discipline norms, of external Research Knowledge Exchange (RKE) bids for travel, research consumables, studentships/staffing.*** Typically:* Submission of multiple (i.e. >2) external quality approved RKE bids per annum as Principal Investigator with evidence of at least some successful outcomes. This might include such things as research council/charity projects, contract research, consultancy or KTP applications.
* Evidence of bidding to EU and UK Research Councils (RCUK) sources.
* Submission of multiple (i.e. >2) external RKE bids with colleagues within or beyond BU as a co-investigator or collaborator/contributor with evidence of at least some successful outcomes.
 |
| Post Graduate Research Student (PGR) Supervision |  | ***An aspiration for PGR supervision***. Typically this would include:* Completed PGR Supervision training
* Applications for BU studentship
* Join supervisory teams
 | ***An emerging record of PGR supervision.*** Typically this would include:* A growing number of PGR students with some completions
* Involved in School based PGR Degree Committee and with Graduate School activity.
* Acting as internal examiners
* Regular applications for studentship funding both internally and externally
 | ***An established record of PGR supervision.*** Typically this would include:* A steady number of PGR students with a growing number of successful completions
* Involved in School based PGR Degree Committee and with Graduate School activity.
* Acting as internal and external examiners as well chairing vivas
* Regular applications for studentship funding both internally and externally
 |
| Citizenship | Internal | ***Start to contribute to your academic subject area within BU through such activities as:**** Engaging with eBU
* Attending School/BU research events
* Attending relevant development events
 | ***Start to contribute to your academic subject area within BU*** ***through such activities as:**** Engaging with eBU
* Attending School/BU research events
* Attending relevant development events
 | ***Make an emerging contribution to your academic subject area within BU through such activities as:**** Engaging with eBU
* Providing internal peer review
* Active participation in the relevant research themes and with the BU Research Blog.
* Serving on School/BU research committees
* Attending School/BU research events
 | ***Make an established contribution to your academic subject area within BU*** ***through such activities as:**** Engaging with eBU
* Providing internal peer review
* Active participation and emerging leadership in the relevant research themes and with the BU Research Blog.
* Serving on School/BU research committees
* Attending School/BU research events
* Mentor others with respect to research
 |
| External | ***Start to contribute to your academic subject through such activities as:**** Active member learned societies
 | ***Contribute to your academic subject*** ***through such activities as:**** Occasional journal reviewer for one or more publication
* Active member learned societies
 | ***Make an emerging contribution to your academic subject*** ***through such activities as:**** Journal reviewer for a range of different journals
* Participating in the organisation conference/workshops
* Editing collected works, conference proceedings and special issues
* Member of academic committee for learned societies
 | ***Make an established contribution to your academic subject through such activities as:**** Regular journal reviewer
* Convening and co-convening conferences/workshops
* Editing collected works and conference proceedings
* Membership of RCUK funding panels/colleges
* Member of academic committee for learned societies
 |

**Output Elements: Professional Practice (It is recognised that this may be more appropriate to some disciplines than others)**

|  | Grade | Associate Academic (G6) | Academic (G7) | Senior Academic (G8) | Principal Academic (G9) |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| Output | Practice | ***Begin to make an emerging contribution to professional practice in your subject area at local level through such activities as:**** Seeking/holding relevant professional qualifications outside education and research
* Programme of personal self-development
 | ***Make an emerging contribution to professional practice in your subject area at local/regional level*** ***through such activities as:**** Practicing as a professional either through BU as a consultant or in private practice with contractual approval
* Seeking/holding relevant professional qualifications outside education and research
* Programme of personal self-development
* Engaging with stakeholder groups external to BU
 | ***Make an emerged contribution to professional practice in your subject area at regional/national level*** ***through such activities as:**** Practicing as a professional either through BU as a consultant or in private practice with contractual approval
* Holding relevant professional qualifications outside education and research
* Recognition by a professional body as a practicing professional; e.g. chartered status or similar peer/client assessed professional accreditation.
* Maintain own professional qualifications/accreditation through a programme of CPD activity
* Programme of personal self-development around leadership
* Business/industry or other non-academic secondments
 | ***Make an established contribution to professional practice in your subject area at national level through such activities as:**** Practicing as a professional either through BU as a consultant or in private practice with contractual approval
* Holding relevant professional qualifications outside education and research
* Recognition by a professional body as a practicing professional; e.g. chartered status or similar peer/client assessed professional accreditation.
* Maintain own professional qualifications/accreditation through a programme of CPD activity
* Programme of personal self-development around leadership
* Business/industry or other non-academic secondments
 |
| Thought leadership and Societal Impact | ***Begin to make a contribution to professional practice in your subject area through engagement and thought-leadership with business/industry and professional or government bodies at a local level.*** Evidence might include:* Membership of local/regional/national professional bodies.
* Participation via the use of appropriate media tools, in conjunction with the PR team at BU, in the dissemination of research, academic learning or appropriate critical comment.
 | ***Make an emerging contribution to professional practice in your subject area through engagement and thought-leadership with business/industry and professional or government bodies at a local/regional level. This may include clear evidence of public dissemination and societal impact as defined by REF through the application of research.*** Evidence might include:* Membership of local/ regional/national professional bodies.
* Speak at relevant non-academic events
* Participation via the use of appropriate media tools, in conjunction with the PR team at BU, in the dissemination of research, academic learning or appropriate critical comment.
 | ***Make an emerged contribution to professional practice in your subject area through engagement and thought-leadership with business/ industry and professional or government bodies at a regional/national level. This may include clear evidence of public dissemination and societal impact as defined by REF through the application of research.*** Evidence might include:* Membership of regional/ national professional bodies and participation in working groups and committees
* Development of impact case studies suitable for REF or for use in external promotion
* Invited speaker at regional business/industry or other relevant non-academic events
* Participation via the use of appropriate media tools, in conjunction with the PR team at BU, in the dissemination of research, academic learning or appropriate critical comment.
 | ***Make an established contribution to professional practice in your subject area through engagement and thought-leadership with business/industry and professional or government bodies at a national level. This may include clear evidence of public dissemination and societal impact as defined by REF through the application of research.*** Evidence might include:* Membership of regional/national professional bodies and participation in working groups and committees
* Development of impact case studies suitable for REF or for use in external promotion
* Invited speaker at regional/national business/industry or other relevant non-academic events
* Participation via the use of appropriate media tools, in conjunction with the PR team at BU, in the dissemination of research, academic learning or appropriate critical comment.
* Act as a spokes-person for BU in a relevant area of expertise leading to press/media comments. For example by becoming a member of the BU Media Directory and receiving relevant media training.
 |
| Public engagement | ***Public and professional engagement involving the dissemination of research /education and practice to business/industry, government bodies, schools/colleges and the general public at a local level***. Evidence might include:* Participation in school/college outreach activity promoting ones subject area, profession and HE participation
* Participation in public engagement sessions
* Speaking to amateur groups and special interest societies
 | ***Public and professional engagement involving the dissemination of research/ education and practice to business/industry, government bodies, schools/colleges and the general public at a local/regional level***. Evidence might include:* Participation in school/college outreach activity promoting ones subject area, profession and HE participation
* Participation in public engagement sessions
* Speaking to amateur groups and special interest societies
* Participation in professional workshops, conferences and briefings.
* Participation of business/industry briefing events
 | ***Public and professional engagement involving the dissemination of research/ education and practice to business/industry, government bodies, schools/colleges and the general public at a local/ regional level.*** Evidence might include:* Participation, organisation/leadership in/of school/college outreach activity promoting ones subject area, profession and HE participation
* Participation in public engagement sessions
* Speaking to amateur groups and special interest societies
* Participation/leadership in/of professional workshops, conferences and briefings.
* Participation/leadership in/of business/industry briefing events
 | ***Public and professional engagement involving the dissemination of research/ education and practice to business/industry, government bodies, schools/colleges and the general public at a regional/ national level***. Evidence might include:* Participation, organisation/leadership in/of school/college outreach activity promoting ones subject area, profession and HE participation
* Participation in public engagement sessions
* Participation/leadership in/of professional workshops, conferences and briefings.
* Participation/leadership in/of business/industry briefing events
 |
| Citizenship | Internal | ***Begin to make an emerging contribution to the organisation of professional practice activity within BU*** ***through such activities as:**** Engaging in alumni activity
* Activity linked directly to the student employability agenda
 | ***Make an emerging contribution to the organisation of professional practice activity within BU through such activities as:**** Engaging in alumni activity
* Development and support of placement opportunities and activity including undertaking relevant coordinating roles within academic Schools.
* Activity linked directly to the student employability agenda
 | ***Make an emerging contribution to the organisation of professional practice activity within BU*** ***through such activities as:**** Engaging in alumni activity
* Development and support of placement opportunities and activity including undertaking relevant coordinating roles within academic Schools.
* Activity linked directly to the student employability agenda
* Clear evidence of acquisition of professional/business/industry needs/intelligence and its use to inform either personal research and education or that of others
 | ***Make an established contribution to the organisation of professional practice activity within BU through such activities as:**** Engaging in alumni activity
* Development and support of placement opportunities and activity including undertaking relevant coordinating roles within academic Schools.
* Activity linked directly to the student employability agenda
* Clear evidence of acquisition of professional/business/ industry needs/intelligence and its use to inform either personal research and education or that of others
* Mentor others with respect to professional practice
 |
| Note that there are no explicit criteria for External Citizenship since it is implicit in all other aspects of Professional Practice |

**Embedding Fusion: Academic Career Framework (Grades 10+)**

As part of BU2018 a commitment was given to align the Academic Career Framework with the principles of BU2018 in general, and the concept of Fusion, in particular.

The current Career Framework is based on the ‘Four Pillars’ of Research, Education, Professional Practice and Enterprise and this no longer fits the vision and values of BU.

The limitations of the current Career Framework include:

1. a need for greater clarity transparency, consistency and equity.
2. an improvement in the development and progression routes for staff
3. a desire to reflect the concept of Fusion in pay and reward
4. a need to receive credit for academic citizenship.
5. the achievement of greater clarity in terms of the types of output that evidence research, education and professional practice;
6. a framework where measures are, where possible, based on outputs rather inputs (although the behaviours and inputs that enable outputs to be achieved remain vitally important and are recognized in the BU 2018 values);
7. a need to review job titles and functions (especially Grades 9 and 10, outside the Framework Agreement);
8. a desire to have both qualitative and quantitative output descriptors derived from BU2018; and
9. a need to recognize the diversity of academic roles and the balance of Fusion outputs at different career stages.

In order to align fusion with BU 2018, a career matrix has been compiled to form an over-arching framework summarising the ‘typical’ outputs in which staff at each grade may engage. It is not intended to be a definitive or exhaustive list, nor is it expected that all staff will achieve all of the outputs listed. It just provides an indicative guide to help staff understand the expectations associated with each grade and can be used as an aspirational framework to inform short and long term personal development plans.

This revised Academic Career Framework is based on a ‘career matrix’ providing clarity that staff were seeking and helping to inform all academic activity including job descriptions, pay and reward, promotion and progression and appraisal and development

The framework will help ensure staff can access development opportunities to support them in developing their academic identity and academic careers. The use of examples in the framework will help staff to make stronger and more consistent cases for pay, reward and progression, and bestow the value of education and professional practice outputs with the kind of clarity usually associated with research. It will assist the appraisal process in order for managers and staff to engage in dialogue to set objectives which align to development and progression.

The three elements of Fusion are central to the matrix – Education, Research and Professional Practice – and it is the synergies achieved by combining these three activities which lies at the heart of Fusion (e.g. undertaking a piece of research with students who are on a taught unit and engaging or involving an external stakeholder means that education, research and professional practice outputs are derived from the one activity). This is the type of activity embodied in the concepts of co-creation and co-production which are articulated in BU2018; staff, students and external stakeholders coming together to create, share and inspire knowledge.

It is recognised that not all activities conform to the principles of Fusion and those that do not will continue to be important and valued within the Career Framework aligned to BU2018. The desire is to encourage Fusion activity but not diminish the value of activities that are not fused (delivering purely research, education or practice benefits). The balance between the three elements of Fusion will also be different for every member of staff and will change throughout their career as circumstances change.

But BU2018 does require staff to contribute to more than one element of the Fusion triangle. Some staff may be strong in all three elements of Fusion, but others may major in just two elements making only a minor contribution in the third.

In practice this will mean that all staff have the potential to seek promotional progression through the grades if they are able to demonstrate that they have met the criteria for progression at the higher grade through an annual promotion process

The revised Career Framework reflects the need for staff to be able to document outputs under research, education and professional practice separately, but also to be able to demonstrate through examples of good practice where they have tried to synergise one or more of these elements thereby demonstrating Fusion. In light of this the output matrix provides lists of **‘typical’** outputs across all three aspects – education, research and professional practice - as well as providing staff with the opportunity to demonstrate through a short qualitative narrative how they deliver Fusion and align to BU 2018.

The University will provide staff with developmental opportunities in order that they have the support to meet both the expectations of the organisation and to achieve individual aspirations.

**Embedding Fusion: Outputs Matrix**

This document is informed throughout by the staff engagement sessions with the academic community in BU between June and September 2013, by BU2018 and the associated KPI’s and is consistent with the principles set out in the Project Brief and endorsed by UET. It is present here as a document for detailed discussion and negotiation in the spirit of providing a starting point from which to talk. Note that it is also being presented to the UET by the Working Group for comment in parallel.

**The Purpose of the Output Matrix**

The purpose of the matrix is to support the aims of the Embedding Fusion project and any proposed modifications to the Framework Agreement. It will provide a tool that will help us to achieve the following:

* Ensure a clear career framework for academics, aligning this to BU’s vision and values and ensure that academic contribution and expectations in delivering BU2018 through the fusion of academic research, education and professional practice
* Provide a foundation for a suite of job descriptions which are aligned to fusion, with clearly articulated outcomes
* Ensure promotion processes and pay progression should reflect clear outcomes and the wide range of academic activities undertaken as part of Fusion
* Revise our personal development framework to reflect core outcomes and expectations around Fusion with clear alignment to all development opportunities offered within BU

**The Principles of the Output Matrix**

* The matrix sets out expectations, aspirations and opportunities aligned to each role. These include tangible ‘outputs’ that are designed to help us to recognise the equal contribution of education, professional practice and research activities.
* Following extensive engagement with the academic community the matrix contains both hard quantitative measures which are derived directly from the key performance indicators within BU 2018 and softer qualitative measures to be evidenced by case studies that allow staff to articulate their strength’s to their best advantage.
* It incorporates the requests, comments and suggestions made by UCU (22 October 2013) that there should be flexibility within any matrix and that the word ‘typically’ should be used allowing individuals to draw on a range of evidence.
* The matrix is designed to show indicative ‘typical’ academic outputs. It is not a prescriptive list and an individual is not expected to ‘tick all the boxes’, nor is the list meant to be exhaustive in all respects.
* Typically as outlined above ideally an academic would focus on contributing strongly in all three areas through synergistic activity, however it is accepted that this may not be possible for all academic staff and some may focus upon two of the three areas of output (education, research and professional practice), whilst developing their skills and experience in the third area.
* The matrix recognises the importance of team-based contributions, as well as the leadership of those teams. In some elements ‘team based’ contributions are recognised and can be articulated as part of the qualitative narratives, moving horizontally within the matrix with increasing grade there is an expectation that ‘team based’ contributions are progressively replaced by evidence of leadership of those activities.
* The matrix is designed to be holistic, synergistic and dynamic. It is recognised that individuals may have education, research and professional practice outputs spread across several vertical columns and that this balance will change over time depending upon their academic career stage.
* To remove overlap, drive consistency and increase transparency we have clearly defined what is in scope and out of scope for education, research and professional practice as set out below, and have indicated which elements fit where to prevent ambiguity or dual counting.

**The Academic Career Framework Matrix replaces Appendix 5.1 of the 2004 Framework Agreement (definition of standards and indicative outputs/contributions for Education, Research, Enterprise and Professional Practice).**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **In Scope** | **Out of Scope** | **Fusion** |
| **Research**  | * Academic research output – papers, patents, artefacts, exhibits and other non-standard outputs. Inclusive of educational/pedagogic research and all textbooks whether they are research based or not.
* Practice based outputs – professional articles, artefacts, technical manuals, commercial reports, professional/educational textbooks
* RKE income
* Knowledge exchange activity including KTPs, consultancy and commercialisation of IP
* PGR supervision and contribution to the Graduate School
* Research practice – peer review, editorial positions, conference organisations, learned bodies
* International partnerships around research – staff research exchange, international research projects, doctoral mobility
* Evidence of professional practice informing research
 | * Engagement and thought-leadership with professional or government bodies leading to changes in policy or practice.
* Research impact and public engagement
* Income from CPD and short courses
 | Examples of the synergistic combination of research, education and professional practice such that the sum is greater than the component parts delivering an outstanding staff and student experience. This may be evidence in the sum of an academic contribution or via specific examples/case studies.**IN SCOPE*** Clear evidence of examples of the articulation/synergy/combination of research, education and practice to enhance stakeholder (staff, students or external parties) experience and delivery. Examples which lead to the creation of a fused student experience will be given particular credit.
* Clear evidence of examples of the co-creation/production of research and/or educational outputs between staff, students and/or external stakeholders and professional bodies.
* Examples where appropriate of collegial contributions to team objectives around fusion and as appropriate leadership of fused teams.

**OUT OF SCOPE*** Individual standalone research, education or professional practice components.
 |
| **Education** | * Delivery of high quality education
* Student experience and educational enhancement
* Innovation in educational delivery and practice
* Use and development of learning technologies
* Income via CPD, franchise and validation programmes
* Curriculum and product innovation
* Educational practice – QAEG, External Examining, HEA.
* International partnerships around education – student mobility, progression/articulation, TNE, Summer Schools, international recruitment and joint educational delivery.
* Unit and programme coordination and framework leadership, link tutors, personal tutors, year tutors, PAL leadership, widening participation coordinators, international leads around education, peer observation of teaching
* Evidence of professional practice informing education
 | * Education/pedagogic research and associated dissemination
* PGR supervision and contribution to the Graduate School.
 |
| **Professional Practice** | * Practicing as a professional either through BU as a consultant or in private practice where contractual arrangements permit.
* Public and professional engagement with business/industry, government bodies, schools/colleges and the general public.
* Research impact as defined by HEFCE/REF.
* Personal self-development and leadership development.
* Recognition by a professional body as a practicing professional; e.g. chartered status, peer/client assessed professional accreditation.
* International engagement with business/industry or government bodies.
* Engagement and thought-leadership with professional or government bodies leading to changes in policy or practice.
* Organisation of professional/business/industry conferences and workshops
* Current professional quality requiring CPD activity.
 | * Educational practice such as engagement with HEA
* Research practice
 |

**Output Matrix:**

The matrix includes those grades outside the Framework Agreement at Grade 10+. The first statement – in bold and italics – is the statement which is being assessed. The bullets below are typical, although not exhaustive, examples of how this may be evidenced.

**Output Elements: Fusion and Values**

|  | Grade | Associate Professor/Associate Dean/Head of Department (G10)(Depending on the nature of the role the emphasis may vary to reflect role requirements) | Professor (G11+) |
| --- | --- | --- | --- |
|  |  | AP | AD/Head of Department |  |
| Output | Fusion & Values | ***Through a 300 word evidenced narrative an individual should demonstrate how they are contributing to and leading Fusion at BU.*** Narratives will typically:* Be current, defined as within the last three years.
* Focused on the ‘sum’ of an individual’s contribution or alternatively draw on one or more specific examples such as a fused unit or activity.
* Demonstrate your leadership of others around Fusion by either direct line management or inspirational practice.
* Demonstrate the BU Values.
* Demonstrate how the chosen activity/activities contribute to an enhanced student or external stakeholder experience.
* Demonstrate how the chosen activity/activities contribute to the concept of co-creation/production at BU and inspiring student/staff through the creation and sharing of knowledge.
* Be evidenced in such a way that an assessor can follow-up or corroborate any claims that are made.
* May be used as appropriate with permission of the individual in the promotion of good practice within and beyond BU.
 | ***Through a 300 word evidenced narrative an individual should demonstrate how they are contributing to and leading Fusion at BU.*** Narratives will typically:* Be current, defined as within the last three years.
* Focused on the ‘sum’ of an individual’s contribution or alternatively draw on one or more specific examples such as a fused unit or activity.
* Demonstrate your leadership of others around Fusion by either direct line management or inspirational practice.
* Demonstrate the BU Values.
* Demonstrate how the chosen activity/activities contribute to an enhanced student or external stakeholder experience.
* Demonstrate how the chosen activity/activities contribute to the concept of co-creation/production at BU and inspiring student/staff through the creation and sharing of knowledge.
* Be evidenced in such a way that an assessor can follow-up or corroborate any claims that are made.
* May be used as appropriate with permission of the individual in the promotion of good practice within and beyond BU.
 | ***Through a 300 word evidenced narrative an individual should demonstrate how they are contributing to and leading Fusion at BU.*** Narratives will typically:* Be current, defined as within the last three years.
* Focused on the ‘sum’ of an individual’s contribution or alternatively draw on one or more specific examples such as a fused unit or activity.
* Demonstrate your leadership of others around Fusion by either direct line management or inspirational practice.
* Demonstrate the BU Values.
* Demonstrate how the chosen activity/activities contribute to an enhanced student or external stakeholder experience.
* Demonstrate how the chosen activity/activities contribute to the concept of co-creation/production at BU and inspiring student/staff through the creation and sharing of knowledge.
* Be evidenced in such a way that an assessor can follow-up or corroborate any claims that are made.
* May be used as appropriate with permission of the individual in the promotion of good practice within and beyond BU.
 |
| Team versus Leadership | Team Work | ***Sustained evidence of a team based contribution to Fusion within your School where opportunities allow via a range of examples*** | ***Sustained evidence of a team based contribution to Fusion within your School where opportunities allow via a range of examples*** | ***Sustained evidence of a team based contribution to Fusion within your School where opportunities allow via a range of examples*** |
| Leadership | ***Emerged evidence of leadership of Fusion within a group/team and/or mentorship of others.***This may be evidenced by:* Demonstrating financial (and commercial) acumen and resource planning as a part of the School/Faculty delivery planning process and implementation;
* Undertaking ambassadorial duties for the Departmental, School, Faculty, University;
* Demonstrating a track record of working effectively with other senior leaders within a School/Faculty.
 | ***Established evidence of leadership of Fusion within an academic group/team and mentorship of others.*** This may be evidenced by:* Demonstrating financial (and commercial) acumen and resource planning as a part of the School/Faculty delivery planning process and implementation;
* Undertaking ambassadorial duties for the Departmental, School, Faculty, University;
* Demonstrating a track record of working effectively with the Professoriate (irrespective of whether HoD is a member) to lead the academic development of the Department and the School/Faculty;
* Working with the Dean, and DDs as part of a School/Faculty management team
 | ***Sustained evidence of leadership of Fusion across BU and mentorship of others across the organisation.*** This may be evidenced by:* Demonstrating financial (and commercial) acumen and resource planning as a part of the School/Faculty delivery planning process and implementation;
* Undertaking ambassadorial duties for the Departmental, School, Faculty, University;
* Demonstrating a track record of working effectively with other senior leaders within a School/Faculty.
* Working with the Dean, and DDs as part of a School/Faculty management team where appropriate
 |

**Output Elements: Education**

|  | Grade | Associate Professor/Associate Dean/Head of Department (G10)(Depending on the nature of the role the emphasis may vary to reflect role requirements) | Professor (G11+) |
| --- | --- | --- | --- |
|  |  | AP | AD/Head of Department |  |
| Output | Quality of Educational Delivery | ***Sustained evidence of educational delivery and good practice.*** An individual can choose to evidence this via a 300 word reflective self-assessment of their teaching practice drawing on a range of appropriate evidence, or alternatively they may use some of the following indicators drawn from the HEA Teaching Evidence Framework: * Attendance of relevant training and induction sessions
* Satisfactory unit delivery including both teaching and assessment
* Engagement with assessment boards and programme team meetings
* Satisfactory peer observation of teaching.
* Positive teacher/subject/course evaluations
* Developing examples of good practice adopted by others
* Positive learning outcomes as evidenced by such things as retention and pass rates; student prizes and projects
* Number of successful undergraduate or taught postgraduate research project completions
* Institutional or national teaching awards
 | ***Sustained evidence of educational delivery and good practice.*** An individual can choose to evidence this via a 300 word reflective self-assessment of their teaching practice drawing on a range of appropriate evidence, or alternatively they may use some of the following indicators drawn from the HEA Teaching Evidence Framework: * Attendance of relevant training and induction sessions
* Satisfactory unit delivery including both teaching and assessment
* Engagement with assessment boards and programme team meetings
* Satisfactory peer observation of teaching.
* Positive teacher/subject/course evaluations
* Developing examples of good practice adopted by others
* Positive learning outcomes as evidenced by such things as retention and pass rates; student prizes and projects
* Number of successful undergraduate or taught postgraduate research project completions
* Taking clear leadership for educational quality enhancement and management
* Institutional or national teaching awards
 | ***Sustained evidence of educational delivery and good practice.*** An individual can choose to evidence this via a 300 word reflective self-assessment of their teaching practice drawing on a range of appropriate evidence, or alternatively they may use some of the following indicators drawn from the HEA Teaching Evidence Framework: * Attendance of relevant training and induction sessions
* Satisfactory unit delivery including both teaching and assessment
* Engagement with assessment boards and programme team meetings
* Satisfactory peer observation of teaching.
* Positive teacher/subject/course evaluations
* Developing examples of good practice adopted by others
* Positive learning outcomes as evidenced by such things as retention and pass rates; student prizes and projects
* Number of successful undergraduate or taught postgraduate research project completions
* Institutional or national teaching awards
 |
| Student Experience and Educational Enhancement | ***Evidence of how you are making a sustained contribution, both as an individual and as part of a programme/framework team, to an enhanced student experience through educational enhancement activity.*** Typical evidence might include:* Application, conversion and withdrawal data for programmes to which you contribute and/or lead
* Example of recognised good practice being adopted by colleagues beyond your School
* Recognition nationally of examples of good practice
* Leadership around student engagement including participation in relevant BU committees
* Leadership of team based enhancement initiatives
* Leadership of extracurricular activity
 | ***Evidence of how you are making a sustained contribution, both as an individual and as part of a programme/framework team, to an enhanced student experience through educational enhancement activity.*** Typical evidence might include:* Delivery of group or team performance indicators relevant to role and group/portfolio managed
* Application, conversion and withdrawal data for programmes to which you contribute and/or lead
* Example of recognised good practice being adopted by colleagues beyond your School
* Recognition nationally of examples of good practice
* Leadership around student engagement including participation in relevant BU committees
* Leadership of team based enhancement initiatives
* Leadership of extracurricular activity
 | ***Evidence of how you are making a sustained contribution, both as an individual and as part of a programme/framework team, to an enhanced student experience through educational enhancement activity.*** Typical evidence might include:* Delivery of group or team performance indicators relevant to role and group/portfolio managed
* Application, conversion and withdrawal data for programmes to which you contribute and/or lead
* Example of recognised good practice being adopted by colleagues beyond your School
* Recognition nationally of examples of good practice
* Leadership around student engagement including participation in relevant BU committees
* Leadership of team based enhancement initiatives
* Leadership of extracurricular activity
 |
| Curriculum Innovation/development and the use of appropriate learning technology | ***Make a sustained contribution to curriculum innovation and use of educational technology*** ***through such activities as:**** Developing new units/programmes/frameworks and components thereof
* Innovations around such things as curriculum design, delivery and assessment that are commended via peer adoption, by external examiners or those external to BU
* Use of learning platforms as appropriate including but not restricted to MyBU.
* Leadership of programme/framework revisions and/or the development of new programmes/frameworks via team meetings and attendance/leading/chairing a appropriate validation events
* Evaluation of new curriculum and/or learning technologies leading to external reporting
* Prizes and commendations for curriculum innovation and use of e-technology
* Development of new programme accreditations and enhancements
* Development of international educational partnerships unit/programme/framework innovations
* Leadership of successful introduction and development of major curriculum innovations including new programmes or delivery modes
* Leadership of new programme accreditations and enhancements
* National recognition for curriculum innovation and programme development
* Development of international partnerships
 | ***Make a sustained contribution to curriculum innovation and use of educational technology through leadership of your team/group and portfolio area including such activities as:**** Delivery of group or team performance indicators relevant to role and group/portfolio managed
* Evaluation of new curriculum and/or learning technologies leading to external reporting
* Prizes and commendations for innovation and use of e-technology within ones group/team
* Use of learning platforms as appropriate including but not restricted to MyBU.
* Leadership of successful introduction and development of major curriculum innovations including new programme within your group/team
* Leadership of new programme accreditations and enhancements within your group/team
* Development of international partnerships and articulations within your team/group
 | ***Make a sustained contribution to curriculum innovation and use of educational technology*** ***through such activities as:**** Developing new units/programmes/frameworks and components thereof
* Innovations around such things as curriculum design, delivery and assessment that are commended via peer adoption, by external examiners or those external to BU
* Use of learning platforms as appropriate including but not restricted to MyBU.
* Leadership of programme/framework revisions and/or the development of new programmes/frameworks via team meetings and attendance/leading/chairing a appropriate validation events
* Evaluation of new curriculum and/or learning technologies leading to external reporting
* Prizes and commendations for curriculum innovation and use of e-technology
* Development of new programme accreditations and enhancements
* Development of international educational partnerships unit/programme/framework innovations
* Leadership of successful introduction and development of major curriculum innovations including new programmes or delivery modes
* Leadership of new programme accreditations and enhancements
* National recognition for curriculum innovation and programme development
* Development of international partnerships
 |
| Citizenship | Internal | ***Make a sustained contribution to education in your academic subject area through such activities as:**** Demonstrate clearly the educational leadership and mentorship of others.
* Unit leadership and appropriate administration
* Programme co-ordination or similar roles
* Framework leadership of complex or large academic frameworks with complex professional requirements.
* Participation/leadership in open days and direct educational recruitment activity including international trade missions
* Play an active role in developing international student mobility and exchange opportunities.
* Lead the development of international partnerships around education.
* Lead curriculum design and validation both within your own discipline area and in others
* Active membership of QAEG chairing exam boards and validation/review panels
* Leading peer teaching observation
* Membership of School Quality and Enhancement Committees and other such committees and working groups
* Membership of BU wide educational committees and working groups
* Provide mentorship and leadership to colleagues with respect to education practice

***When reviewing supporting evidence in this context the successful delivery of roles such as Framework Leadership and Programme Coordination will be afforded particular weight.*** | ***Make a sustained contribution to education in your academic subject area through leadership of your team/group and portfolio area including such activities as***:* Demonstrate clearly the educational leadership and mentorship of others.
* Unit leadership and appropriate administration
* Programme co-ordination or similar roles
* Framework leadership of complex or large academic frameworks with complex professional requirements.
* Participation/leadership in open days and direct educational recruitment activity including international trade missions
* Play an active role in developing international student mobility and exchange opportunities.
* Lead the development of international partnerships around education.
* Lead curriculum design and validation both within your own discipline area and in others
* Active membership of QAEG chairing exam boards and validation/review panels
* Leading peer teaching observation
* Membership of School Quality and Enhancement Committees and other such committees and working groups
* Membership of BU wide educational committees and working groups.
* Provide mentorship and leadership to colleagues with respect to education practice

***When reviewing supporting evidence in this context the successful delivery of roles such as Framework Leadership and Programme Coordination will be afforded particular weight.*** | ***Make a sustained contribution to education in your academic subject area through such activities as:**** Demonstrate clearly the educational leadership and mentorship of others.
* Unit leadership and appropriate administration
* Programme co-ordination or similar roles
* Framework leadership of complex or large academic frameworks with complex professional requirements.
* Participation/leadership in open days and direct educational recruitment activity including international trade missions
* Play an active role in developing international student mobility and exchange opportunities.
* Lead the development of international partnerships around education.
* Lead curriculum design and validation both within your own discipline area and in others
* Active membership of QAEG chairing exam boards and validation/review panels
* Leading peer teaching observation
* Membership of School Quality and Enhancement Committees and other such committees and working groups
* Membership of BU wide educational committees and working groups
* Active engagement with continuing professional development and scholarship
* Provide mentorship and leadership to colleagues with respect to education practice

***When reviewing supporting evidence in this context the successful delivery of roles such as Framework Leadership and Programme Coordination will be afforded particular weight.*** |
| Citizenship | External | ***Make a sustained contribution to education in your academic subject area through such activities as:**** Engaging with the HEA, such as becoming an HEA Fellow as appropriate to level of experience
* Participating in external learning and teaching events
* Act as external examiner for taught programmes at other HEI’s
* Contribution to external validation/accreditation reviews
* Applying/receiving for national teaching awards
* Applying/receiving external grants for learning and teaching project
* Development and support of placement activity including coordinating roles within Schools.
* Activity linked directly to the student employability agenda
 | ***Make a sustained contribution to education in your academic subject area through such activities as:**** Engaging with the HEA, such as becoming an HEA Fellow as appropriate to level of experience
* Participating in external learning and teaching events
* Act as external examiner for taught programmes at other HEI’s
* Contribution to external validation/accreditation reviews
* Applying/receiving for national teaching awards
* Applying/receiving external grants for learning and teaching projects
* Development and support of placement activity including coordinating roles within Schools.
* Activity linked directly to the student employability agenda
 | ***Make a sustained contribution to education in your academic subject area through such activities as:**** Engaging with the HEA, such as becoming an HEA Fellow as appropriate to level of experience
* Participating in external learning and teaching events
* Act as external examiner for taught programmes at other HEI’s
* Contribution to external validation/accreditation reviews
* Applying/receiving for national teaching awards
* Applying/receiving external grants for learning and teaching projects
* Receive national/international recognition for educational development
* Contribute to national subject reviews
* Development and support of placement activity including coordinating roles within Schools.
* Activity linked directly to the student employability agenda
 |

**Output Elements: Research**

|  | Grade | Associate Professor/Associate Dean/Head of Department (G10)(Depending on the nature of the role the emphasis may vary to reflect role requirements) | Professor (G11+) |
| --- | --- | --- | --- |
|  |  | AP | AD/Head of Department |  |
| Output | Research and Knowledge Exchange Outputs | ***A sustained body of published work and/or artefacts relevant to a given discipline both in terms of types and volume which is gaining international recognition.*** Typically some of the following:* An established body of published work commensurate with discipline and sector norms validated by external benchmarks.
* For academic disciplines clear evidence of regular submission of output for publication. Numbers will vary with disciplines but the benchmarks of at least four peer reviewed journal publications (or equivalent) per year and/or a book/monograph every two years is provided in way of guidance.
* For professional disciplines between 4 publication in professional outlets.
* Publication of textbooks, professional manuals/books and technical reports
* Evidence annually of at least two external conference presentations.
* Evidence of active and regular publishing/collaboration with students and international colleagues with at least two co-authored publications with a student or international colleague every two years.
 | ***A sustained contribution of published work and/or artefacts relevant to a given discipline both in terms of types and volume balanced with leadership of your team/group and portfolio area with respect to their published output.*** Typically some of the following:* Delivery of group or team performance indicators relevant to role and group/portfolio managed
* An established body of published work commensurate with discipline and sector norms validated by external benchmarks.
* For academic disciplines clear evidence of regular submission of output for publication. Numbers will vary with disciplines but the benchmarks of at least four peer reviewed journal publications (or equivalent) per year and/or a book/monograph every two years is provided in way of guidance.
* For professional disciplines between 4 publication in professional outlets.
* Evidence annually of at least two external conference presentations.
* Publication of textbooks, professional manuals/books and technical reports
* Evidence of leadership/mentorship of publications in BU staff leading clear group/team performance
 | ***A sustained body of international recognised published work and/or artefacts relevant to a given discipline both in terms of types and volume.*** Typically some of the following:* An established body of internationally recognised published work commensurate with discipline norms, attracting citations and evidence of thought leadership within a given discipline.
* For academic disciplines clear evidence of regular submission of output for publication. Numbers will vary with disciplines but the benchmarks of at least three peer reviewed journal publications (or equivalent) per year and/or a book/monograph every two years is provided in way of guidance.
* For professional disciplines between 4 and 6 publication in professional outlets.
* Evidence annually of at least two conference presentations one of which should be international.
* Evidence of active and regular publishing/collaboration with students and international colleagues with at least one co-colleague every year.
* Publication of textbooks, professional manuals/books and technical reports
* Clear evidence of leadership/mentorship of publications in BU staff leading to growth in research output across the discipline.
* Evidence of inter-disciplinary collaboration/publications both within and beyond BU
 |
| Research and Knowledge Exchange Income | ***A sustained track record, relevant to discipline norms, of external RKE (Research and Knowledge Exchange) bids for travel, research consumables, studentships/ staffing.*** Typically:* Submission of multiple (i.e. >2) external quality approved RKE bids per annum as Principal Investigator with evidence of successful outcomes. This might include such things as research council/charity projects, contract research, consultancy or KTP applications.
* Evidence of bidding to EU and RCUK sources.
* Submission of multiple (i.e. >2) external RKE bids with colleagues within or beyond BU as a co-investigator or collaborator/contributor with evidence of successful outcomes.
* Evidence of successful RKE bidding to build a research team (e.g., PGRs, RAs, PDRA) through external funding.
 | ***A sustained track record, relevant to discipline norms, of external RKE (Research and Knowledge Exchange) bids for travel, research consumables, studentships/staffing balanced against the leadership of your team/group and portfolio area with respect to their RKE income.*** Typically:* Delivery of group or team performance indicators relevant to role and group/portfolio managed from a range of RKE sources
* Submission of multiple (i.e. >2) external quality approved RKE bids per annum as Principal Investigator with evidence of successful outcomes including bids to EU and RCUK sources. This might include such things as research council/charity projects, contract research, consultancy or KTP applications.
* Evidence of leadership/mentorship of RKE bidding within the team/group managed such that the group exceeds the £18K per FTE threshold set out in BU2018.
 | ***A sustained track record, relevant to discipline norms, of external RKE (Research and Knowledge Exchange) bids for travel, research consumables, studentships/staffing.*** Typically:* Submission of multiple (i.e. >2) external quality approved RKE bids per annum as Principal Investigator with evidence of successful outcomes including funding from EU and RCUK sources with total income received exceeding the £18k per FTE per year benchmark set out in BU2018. This might include such things as research council/charity projects, contract research, consultancy or KTP applications.
* Submission of multiple (i.e. >2) external RKE bids with colleagues within or beyond BU as a co-investigator or collaborator/contributor with evidence of successful outcomes.
* An established research team comprising such elements as PGRs, RAs, PDRAs, either led individually or in collaboration with other BU/external academics, funded from external RKE income.
* Clear evidence of leadership/mentorship of RKE bidding in BU staff leading to growth in research income across the home research theme.
 |
| Post Graduate Research Student (PGR) Supervision | ***A sustained record of PGR supervision.*** Typically this would include:* A steady number of PGR students with a growing number of successful completions
* Involved in School based PGR Degree Committee perhaps a chair or deputy chair.
* Involved with Graduate School committees and activity.
* Acting as internal and external examiners as well chairing vivas
* Regular applications for studentship funding both internally and externally
 | ***A sustained record of PGR supervision***. ***Balance this with leadership of your team/group and portfolio area with respect to their collective PGR supervision.*** Typically this would include:* Delivery of group or team performance indicators relevant to role and group/portfolio managed
* A significant number of PGR students with a growing number of successful completions
* Involved in School based PGR Degree Committee perhaps as chair or deputy chair.
* Involved with Graduate School committees and activity.
* Ensuring growth in PGR numbers within the team/group responsible for.
* Developing/leading consortium bids for external doctoral funding such as Erasmus Mundus
 | ***A sustained record of PGR supervision.*** Typically this would include:* A track record of successful PGR completions with a strong cohort of current doctoral students.
* Chair School based PGR Degree Committee and/or contribute to School based PGR development
* A leading figure in the Graduate School.
* Developing a sustainable team of PGR students around ones own area of research.
* Mentoring others with respect to PGR matters
* Developing/leading consortium bids for external doctoral funding such as Erasmus Mundus or RCUK doctoral training centres.
 |
| Citizenship | Internal | ***Make a sustained contribution to your academic subject area within BU*** ***through such activities as:**** Engaging with eBU
* Providing internal peer review and APF QA sign-off
* Active participation/leadership in the relevant research themes and with the BU Research Blog.
* Serving on School/BU research committees
* Attending School/BU research events
* Provide mentorship and leadership to colleagues with respect to research
 | ***Make a sustained contribution to your academic subject area within BU through such activities as:**** Research leadership of your academic group/team ensuring compliance with relevant KPI’s
* Ensuring research growth/development within your academic area.
* Providing internal peer review and APF QA sign-off
* Serving on School/BU research committees
* Leadership of School/BU research events
* Provide mentorship and leadership to colleagues with respect to research
 | ***Make a sustained contribution to your academic subject area within BU*** ***through such activities as:**** Engaging with eBU
* Providing internal peer review and APF QA sign-off
* Active participation/leadership in the relevant research themes and with the BU Research Blog.
* Serving on School/BU research committees
* Leadership of School/BU research events
* Contribute to BU research strategy
* Provide mentorship and leadership to colleagues with respect to research
 |
| External | ***Make a sustained and externally recognised contribution to your academic subject through such activities as:**** Regular journal reviewer
* Convening and co-convening conferences/workshops
* Editing collected works and conference proceedings
* Members of RCUK funding panels/colleges
* Member of academic committee for learned societies
* Clear evidence of emerging peer esteem
 | ***Make an sustained contribution to your academic subject through such activities as:**** Regular journal reviewer
* Encouraging/supporting your academic group/team to convening and co-convening conferences/workshops
* Editing collected works and conference proceedings or supporting staff to do so within your academic group/team
* Member of academic committee for head of department
 | ***Make an established and externally recognised contribution to your academic subject through such activities as:**** Regular journal reviewer
* Membership of RCUK funding panels/colleges
* Taking the lead in co-convening or convening conferences/workshops both at BU and elsewhere
* Editing collected works and conference proceedings or supporting other staff to do so
* Clear evidence of international esteem
 |

**Output Elements: Professional Practice (It is recognised that this may be more appropriate to some disciplines than others)**

|  | Grade | Associate Professor/Associate Dean/Head of Department (G10)(Depending on the nature of the role the emphasis may vary to reflect role requirements) | Professor (G11+) |
| --- | --- | --- | --- |
|  |  | AP | AD/Head of Department |  |
| Output | Practice | ***Make a sustained contribution to professional practice in your subject area at national/ international level through such activities as:**** Practicing as a professional either through BU as a consultant or in private practice with contractual approval
* Holding relevant professional qualifications outside education and research
* Recognition by a professional body as a practicing professional; e.g. chartered status or similar peer/client assessed professional accreditation.
* Maintain own professional qualifications/accreditation through a programme of CPD activity
* Programme of personal self-development around leadership
* Business/industry or other non-academic secondments
 | ***Make a sustained contribution to professional practice in your subject area at national/international level. Balance this with leadership of your team/group and portfolio area with respect to their collective professional engagement. Measured through such activities as:**** Delivery of group or team performance indicators relevant to role and group/portfolio managed
* Practicing as a professional either through BU as a consultant or in private practice with contractual approval
* Holding relevant professional qualifications outside education and research
* Recognition by a professional body as a practicing professional; e.g. chartered status or similar peer/client assessed professional accreditation.
* Maintain own professional qualifications/accreditation through a programme of CPD activity
* Programme of personal self-development around leadership
* Business/industry or other non-academic secondments
 | ***Make a sustained contribution to professional practice in your subject area at national/international level through*** ***such activities as:**** Practicing as a professional either through BU as a consultant or in private practice with contractual approval
* Holding relevant professional qualifications outside education and research
* Recognition by a professional body as a practicing professional; e.g. chartered status or similar peer/client assessed professional accreditation.
* Maintain own professional qualifications/accreditation through a programme of CPD activity
* Programme of personal self-development around leadership
* Business/industry or other non-academic secondments
* Through leadership of BU wide projects and initiatives.
 |
| Thought leadership and Societal Impact | ***Make a sustained contribution to professional practice in your subject area through engagement and thought-leadership with business/industry and professional or government bodies at a national/international level. This may include clear evidence of public dissemination and societal impact as defined by REF through the application of research.*** Evidence might include:* Membership of regional/national professional bodies and participation in working groups and committees
* Development and support of placement activity including coordinating roles within Schools.
* Development of impact case studies suitable for REF or for use in external promotion
* Activity linked directly to the student employability agenda
* Invited speaker at national/international business/industry or other non-academic events
* Participation via the use of appropriate media tools, in conjunction with the PR team at BU, in the dissemination of research, academic learning or appropriate critical comment.
* Become a recognised spokes-person for BU in a relevant area of expertise leading to press/media comments.
 | ***Make a sustained contribution to professional practice in your subject area through engagement and thought-leadership with business/industry and professional or government bodies at a national/international level. This may include clear evidence of public dissemination and societal impact as defined by REF through the application of research. Balance this with leadership of your team/group and portfolio area with respect to their collective professional engagement.*** Evidence might include:* Delivery of group or team performance indicators relevant to role and group/portfolio managed
* Membership of regional/national professional bodies and participation in working groups and committees
* Development of impact case studies suitable for REF or for use in external promotion
* Invited speaker at national/international business/industry or other non-academic events
* Participation via the use of appropriate media tools, in conjunction with the PR team at BU, in the dissemination of research, academic learning or appropriate critical comment.
 | ***Make a sustained contribution to professional practice in your subject area through engagement and thought-leadership with business/industry and professional or government bodies at a national/international level. This may include clear evidence of public dissemination and societal impact as defined by REF through the application of research.*** Evidence might include:* Membership of regional/national professional bodies and participation in working groups and committees
* Development of impact case studies suitable for REF or for use in external promotion
* Invited speaker at national/ international business/industry or other non-academic events
* Participation via the use of appropriate media tools, in conjunction with the PR team at BU, in the dissemination of research, academic learning or appropriate critical comment.
* Clear evidence of national/international impact on non-academics working in that field.
* Become a recognised spokes-person for BU in a relevant area of expertise leading to press/media comments.
 |
| Public engagement | ***Public and professional engagement involving the dissemination of research/ education and practice to business/industry, government bodies, schools/colleges and the general public at a regional/ national level***. Evidence might include:* Organisation/leadership of school/college outreach activity promoting ones subject area, profession and HE participation
* Participation/leadership in/of public engagement sessions
* Leadership of amateur groups and special interest societies
* Leadership of professional workshops, conferences and briefings.
* Leadership of business/industry briefing events
 | ***Public and professional engagement involving the dissemination of research/education and practice to business/industry, government bodies, schools/colleges and the general public at a regional/national level. Balance this with leadership of your team/group and portfolio area with respect to their collective professional engagement.*** Evidence might include:* Delivery of group or team performance indicators relevant to role and group/portfolio managed
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* Participation/leadership in/of public engagement sessions
* Leadership of amateur groups and special interest societies
* Leadership of professional workshops, conferences and briefings.
* Leadership of business/industry briefing events
 |
| Citizenship | Internal | ***Make a sustained contribution to the organisation of professional practice activity within BU through such activities as:**** Engaging in alumni activity
* Development and support of placement opportunities and activity including undertaking relevant coordinating roles within academic Schools.
* Activity linked directly to the student employability agenda
* Clear evidence of acquisition of professional/business/industry needs/intelligence and its use to inform either personal research and education or that of others
* Provide mentor/leadership to others with respect to professional practice
 | ***Make a sustained contribution to the organisation of professional practice activity within BU through such activities as:**** Engaging in alumni activity
* Development and support of placement opportunities and activity including undertaking relevant coordinating roles within academic Schools.
* Activity linked directly to the student employability agenda
* Clear evidence of acquisition of professional/business/industry needs/intelligence and its use to inform either personal research and education or that of others
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* Development and support of placement opportunities and activity including undertaking relevant coordinating roles within academic Schools.
* Activity linked directly to the student employability agenda
* Clear evidence of acquisition of professional/business/industry needs/intelligence and its use to inform either personal research and education or that of others
* Provide mentor/leadership to others with respect to professional practice
 |
| Note that there are no explicit criteria for External Citizenship since it is implicit in all other aspects of Professional Practice |