

ERE LEVEL 6 | EDUCATION PATHWAY | CONTRIBUTION MATRIX

This document is a matrix of indicators of contributions for staff at Level 6, building on those at Levels 4 and 5. The contribution in each area will vary depending on the role and personal experience over time. On this pathway staff will be expected to contribute predominantly through Education and Leadership, Management and Engagement activities. Staff may also make contributions in the areas of Research and/or Enterprise, but these are unlikely to be a major feature of the role; these areas are therefore shaded in grey.

This matrix is not a prescriptive checklist of achievements or an exhaustive list to be ticked off in order for staff to succeed or progress. The information in this matrix, together with other ERE Career pathways information should be used alongside job descriptions, appraisal forms and other key documents (such as promotions criteria) to inform other processes.

| EDUCATION | LEADERSHIP, MANAGEMENT AND ENGAGEMENT |
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| <ul style="list-style-type: none"> ▪ Contribute to the development of teaching and learning strategies in the Academic Unit. ▪ Develop a national reputation for the development of teaching and learning excellence within the discipline. ▪ Take responsibility for overseeing and developing fresh teaching and learning approaches and material, which create interest, understanding and enthusiasm amongst students; ▪ Take responsibility for the quality of the design of courses and programmes, and promote the development of learning and teaching methods in the Academic Unit. ▪ Design, develop and deliver a range of programmes and study, sometimes for entirely new courses at various levels. ▪ Act as internal and external examiner for undergraduate and postgraduate students. ▪ Develop and sustain major pedagogical and practitioner activity of high reputation in the UK and internationally, including through original research work. ▪ Play a leading role in the debate nationally about teaching and learning policy, methods and practices through publications, conference activity and other appropriate media. ▪ Act as coach and role model for teaching excellence locally through excellent practice and mentoring other less experienced teachers. ▪ May disseminate and explain pedagogic research findings through leading peer reviewed national and international publications, conferences and exhibitions. ▪ Develop links with external contacts such as other educational bodies, employers and professional bodies to foster collaboration. ▪ Contribute to the design of educational development strategies, in areas set out above in Levels 4 and 5. ▪ Defining, scoping and bidding for significant educational development projects, setting priorities and managing the resources needed to deliver them. ▪ May develop new educational development insights in the University and play a leading role in the debate nationally, disseminating findings in relevant publications, presentations or other creative activity in the public domain. | <ul style="list-style-type: none"> ▪ In addition to Levels 4 & 5, able to negotiate effectively on behalf of the unit/faculty/university on key issues. ▪ Able to develop and lead key communications strategies, ▪ Able to represent the unit/faculty/university at national/international conference sessions or senior management meetings as a lead expert. ▪ Able to develop significant new concepts and original ideas within their field in response to intractable issues of importance to the research or teaching area. ▪ Act in senior roles within the Academic Unit or faculty to advance student academic development, e.g., Senior Tutor, Head of Teaching Programme, Coordinator of Programmes at undergraduate or postgraduate levels. ▪ Lead the development of activities and manage significant processes in the running of the academic unit/research group/teaching programme/consultancy unit. ▪ Contribute significantly to the development and running of the academic unit, for example in leading development activity on research or teaching assessment. ▪ May lead for the academic unit on the admissions process, marketing and recruitment, Quality Assurance, pastoral care, supervising the exam process etc. ▪ May develop and manage staff and resources, in support of major research, education or consulting activities. ▪ May represent the University/faculty/academic unit in the subject community externally. ▪ May sit on a University-wide committee which is charged with a change making agenda. ▪ Contribute significantly to the continuous development of academic colleagues across the wider faculty and/or University. ▪ May contribute to research, enterprise, impact, management and administration areas described above. |
| RESEARCH | ENTERPRISE |
| <ul style="list-style-type: none"> ▪ Able to plan and shape the direction of an area of research activity; Able to contribute to the development of research policy. ▪ Contribute to the development of research strategies in the academic unit. ▪ Act as principal investigator on major externally funded projects, taking responsibility for defining original research objectives and questions. ▪ Develop and oversee the application of innovative and creative methodologies and techniques appropriate to the type of research being pursued. ▪ Disseminate and explain research findings through leading peer reviewed national and international publications, conferences and exhibitions. ▪ Provide expert advice and subject leadership, including research supervision. ▪ Develop and sustain major research activity of high reputation in the UK and internationally through original research. ▪ Interpret findings from research projects and develop new insights, expanding, refining and testing hypotheses and ideas. | <ul style="list-style-type: none"> ▪ Able to contribute to the development of enterprise policy. ▪ May develop or manage a broad or significant range of enterprise activities. ▪ Provide leadership in the dissemination of best practice in public engagement or enterprise. ▪ May chair committees or take leading role in learned societies/professional institutions. ▪ May lead large-scale programmes of public outreach and engagement and have an established national reputation in this area. ▪ May lead the development of large-scale programmes of teaching and/or research that involve knowledge transfer to the public and private sectors, and to civil society. ▪ May provide significant advice to a broad range of public bodies at local, regional, national and international levels, as appropriate. |