

Proposed standards and evidence

In reading both the standards and the evidence please note that:

- Both standards and evidence are accumulative – i.e. higher bands will include standards and evidence from the lower bands.
- Examples of evidence are illustrative and there is no expectation that all forms of evidence need to be demonstrated at each band.
- Consideration will be given to both the extent to which evidence is sustained and also to the scale of impact (in smaller departments, the demonstration of scale may need to extend beyond departmental boundaries; in very large departments it may still be possible to demonstrate scale through activity that extends beyond individual sub-areas (divisions) or a department).
- Candidates cannot ‘double-count’ evidence for different headings – they will need to decide whether to use evidence of achievement.

	Research and Scholarship Standards	Evidence (These are examples only and it is not assumed that every applicant will demonstrate all)
Band 2	<ul style="list-style-type: none"> • Demonstrably knowledgeable about key concepts and developments in a given discipline (subject area expertise) 	<ul style="list-style-type: none"> • Completion of a (probably) research based postgraduate qualification • Equivalent experience that demonstrates good knowledge of subject area
Band 3 (These are examples only and it is not assumed that every applicant will demonstrate all)	<ul style="list-style-type: none"> • Clearly capable of undertaking research/evidence based inquiry in their area of expertise (discipline or pedagogy) which demonstrates impact on practice/policy and/or that can make an original contribution to knowledge either in research or teaching terms • Engagement with scholarship of Teaching and Learning 	<ul style="list-style-type: none"> • Completion of PhD or equivalent experience demonstrating specialist knowledge of the subject area • Other indicators of an ability to apply research to address policy (e.g. University policy) and/or practice;
Band 4 (encompassing the above criteria and evidence)	<p>For the Research & Teaching and Research pathways this should include:</p> <ul style="list-style-type: none"> • Demonstrated ability to publish original, high quality, research <p>For the Teaching pathway this should include:</p> <ul style="list-style-type: none"> • Contribution to the scholarship of Teaching and Learning within the university 	<p>For the Research and Teaching and Research pathway, key evidence is likely to be:</p> <ul style="list-style-type: none"> • Outputs, such as journal articles, book chapters and possibly books. • Evidence of taking some leadership in team based research and scholarship, where relevant • Conference papers • Presentation at conferences <p>For the Teaching pathway key evidence is likely to be:</p>

		<ul style="list-style-type: none"> • Development of good practice and guidance documentation based in literature and/or evidence within the university/faculty/school
Band 5 (encompassing the above criteria and evidence)	<p>For the Research and Teaching and Research pathways this should include:</p> <ul style="list-style-type: none"> • Achieved and sustained, outstanding and widely recognised national eminence and authority in their subject <p>For the Teaching pathway this should include:</p> <ul style="list-style-type: none"> • Contribution to scholarship at national level 	<p>For promotion via the Research and Teaching and Research pathways, this is likely to be evidenced by:</p> <ul style="list-style-type: none"> • Evidence of ability to access external funding for research related activity • Supervision of PhDs • Ability to sustain the publication of research that is of an international standard. <p>For promotion via the Teaching pathways this is likely to be evidenced by:</p> <ul style="list-style-type: none"> • Teaching related publications (journals, textbooks or conferences) • Action research outputs • Research and evidence gathering that informs policy development (institutionally, nationally or internationally) • Scholarly based contributions to professional bodies, governmental organisations or sector bodies
Band 6 (encompassing the above criteria and evidence)	<ul style="list-style-type: none"> • Provision of subject leadership (at international level) through the encouragement of research among members of staff and suitably qualified students. • Established international reputation, influencing the field, through the distinction of their research and publication, which might include significant contribution to impact for the major development of one or more fields of knowledge <p>For the Teaching pathway this should include:</p> <ul style="list-style-type: none"> • Sustained contribution to scholarship at national level, including collaboration with colleagues external to the university, ideally international 	<ul style="list-style-type: none"> • Evidence of ability to access significant external funding for research related activity within the context of a discipline. • Successful PhD completions • Sustained ability to publish internationally excellent research.
Band 7 (encompassing the above criteria and evidence)	<ul style="list-style-type: none"> • Achieved and sustained, outstanding and widely recognised international eminence and authority in their subject through the distinction of their research and publication. 	<p>Likely to be evidenced by:</p> <ul style="list-style-type: none"> • Significant and sustained volume of publications of internationally excellent research outputs • Award of Fellowships

	<ul style="list-style-type: none"> • Sustained and outstanding national and some international reputation through distinction in a particular area of scholarship 	<ul style="list-style-type: none"> • Invited international keynotes • National reports including commissioned reports but also text books or evidence based curriculum standards through professional bodies • Scholarly based contributions to professional bodies, governmental and/or sector bodies • Participation in standard setting policy development on basis of personal academic expertise and credibility
--	--	---

	Teaching and Learning Standards	Evidence (These are examples only and it is not assumed that every applicant will demonstrate all)
Band 2	<ul style="list-style-type: none"> • Able to deliver routine teaching under direction to a satisfactory standard 	<ul style="list-style-type: none"> • Positive student feedback, sound peer review/ evaluation of teaching and assessment outcomes, peer observation outcomes
Band 3 (encompassing the above criteria and evidence)	<ul style="list-style-type: none"> • Able to develop and deliver modules to a satisfactory standard at Foundation, UG or PG Level • Teaching of a consistently high quality with evidence of engagement with national frameworks and standards 	<ul style="list-style-type: none"> • Positive student feedback regarding modules, review by peers for instance on teaching materials, departmental leadership testimonials
Band 4 (encompassing the above criteria and evidence)	<ul style="list-style-type: none"> • Able to design, deliver, evaluate and assess modules (under guidance) to a good standard • Collaboration with colleagues to inform the enhancement of own and others' teaching practices. 	<ul style="list-style-type: none"> • Feedback from student, peers and seniors relating the impact of changes made to teaching practices to benefit learning. May include own structured evaluation using scholarly methods to value innovations and changes in teaching practices. • Participation in institutional or external projects or programmes with evidence of how teaching has changed consequently • Preparation for HEA Fellow recognition • Creative use of different methods of delivery to benefit learning, inclusivity and/or participation.
Band 5 (encompassing the above criteria and evidence)	<ul style="list-style-type: none"> • Demonstrable leadership in relation to enhancement of teaching or the engagement of students, the development of educational practice of colleagues, local policy and/or guidance development, or change in educational practice. 	<ul style="list-style-type: none"> • Evidence of successful development in teaching, with reference to professional body expectations, national standards (HEA, OfS, QAA or other) or external partners (industry programme partners, NHS, international collaborative partners)

	<ul style="list-style-type: none"> Leadership affects a range of students, usually across a whole department or (set of) large and complex programmes. 	<ul style="list-style-type: none"> Institutional awards such as WATE (exceptionally) or departmental recommendations for recognition Own structured evaluations or evaluations by others of leadership impact. Evidence may be part of a wider review (ITLR or accreditation), student surveys or external reviews (professional accreditation, QAA, TEF and similar)
Band 6 (encompassing the above criteria and evidence)	<ul style="list-style-type: none"> Demonstrates transformational leadership in learning and teaching impacting a wide range of learners beyond the programmes/department where the candidate holds direct responsibility. Impact may be national but is at least faculty or institution wide in nature. 	<ul style="list-style-type: none"> Reports, publications, conference talks, (annual) evaluations (including surveys) by the applicants or others, evaluating the impact on students' learning (opportunities) of the work (leadership) the candidate is responsible for; Evidence of successful programme leadership (survey results, admissions trend, etc.) , project leadership (evaluation reports, funding achievements, output and outcome indicators) or peer learning effort (evidence of change to academic practice); Enhancement of teaching or the engagement of students, the development of educational practice of other academics, external educational policy development, and/or societal change; HEA Senior Fellow recognition, WATE award, Professional body recognition, external project income, contribution to institutional KPIs.
Band 7 (encompassing the above criteria and evidence)	<ul style="list-style-type: none"> Demonstrates transformational leadership in learning and teaching at national level impacting students beyond Warwick which is recognised by peers of professorial or similar standing. Leadership through the enhancement of teaching or the engagement of students, the development of educational achievement by other academics, external educational policy development, and/or societal change, (two out of these four showing impact at the indicated level) 	<ul style="list-style-type: none"> External recognition including invitations for key notes, panel memberships, national governance roles (boards, committees, enquiries, reviews), collaborative project leadership, engagement with HE policy development, expert advisory roles, public engagement, national press and similar National and international awards and prizes National and international scholarly and research publications

	Impact, Outreach and International criteria	Evidence (These are examples only and it is not assumed that every applicant will demonstrate all)
Band 1	<ul style="list-style-type: none"> Building a reputation for academic contributions in specialist area. 	<ul style="list-style-type: none"> An openness to and a willingness to share knowledge in expertise in a specialist area Conference attendance, event attendance, presenting work to others, network-building
Band 2 (encompassing the above criteria and evidence)	<ul style="list-style-type: none"> Recognised externally for work in specialist field 	<ul style="list-style-type: none"> Invitations to peer review (journals, conferences) Participation in external engagement activity that promote the Department and University Participation in external activities that have a positive reputational impact (for example engagement with local schools, businesses, cultural organisations, community networks etc.)
Band 3 (encompassing the above criteria and evidence)	<ul style="list-style-type: none"> Developing a reputation and recognition with key stakeholders for the broader value of specialist activity 	<ul style="list-style-type: none"> Involvement in key conferences and events (e.g. organising committees) Evidence of the ability to set up and develop relationships with external organisations or other Universities Evidence of the ability to generate business for the University
Band 4 (encompassing the above criteria and evidence)	<ul style="list-style-type: none"> Developing national/international recognition for the value of broad based academic activity 	<ul style="list-style-type: none"> Engaging with external networks and stakeholders, nationally and internationally, to demonstrate the significance and value of relevant academic work Developing links with business, public, cultural or community engagement in line with the University's strategic aims Evidence of active engagement with the University's international activities and partnerships Securing interest from media nationally and internationally for academic activity
Band 5 (encompassing the above criteria and evidence)	<ul style="list-style-type: none"> An established national reputation, which might include significant contribution to impact for the major development of one or more fields of knowledge at an international level 	<ul style="list-style-type: none"> Collaborative and contract research involving commercial partners and other stakeholders Exploitation of research through the licensing of Intellectual Property (IP) or the development of commercialisation vehicles and spinout companies

		<ul style="list-style-type: none"> • The provision of services rendered e.g. delivery of Continuous Professional Development (CPD) and consultancy activity delivery on behalf of the University • Communication of research results to the public or public bodies leading to changes in practice/policy • Application of knowledge to improve public sector performance and quality of life by informing public policy and government and/or through partnership with the voluntary sector, or the cultural and heritage sector • Contributing to productive high-impact partnerships with business, policy makers or other users of our research and teaching expertise with evidence of significant income generation or reputational benefits for the University • Involvement and engagement in significant national or international projects, working groups policy, and networks to enhance University reputation • A record of sustained success in significant business generation, securing new or repeat business with above average and significant levels of income generation for the University • Leading major specialist consultation activities with external clients
<p>Band 6 (encompassing the above criteria and evidence)</p>	<ul style="list-style-type: none"> • An established international reputation for impact and outreach, which demonstrates the broader social value of academic activity. 	<ul style="list-style-type: none"> • Public and/or cultural engagement, and/or to policy development in public institutions leading to changes in practice • Application of knowledge to improve public sector performance and quality of life by informing public policy and government or by significantly influencing the cultural and heritage sector • Outstanding leadership of productive high-impact partnerships with business, policy makers or other users of our research and teaching expertise with evidence of outstanding income generation and/or transformational reputational benefits for the University • Formation of significant national and international partnerships that deliver significant financial or reputational benefits to the University as a whole • Successful leadership in relation to the University's international activities and partnerships

	Collegiality, Leadership and Management criteria	Evidence (These are examples only and it is not assumed that every applicant will demonstrate all)
Band 1	<ul style="list-style-type: none"> • Able satisfactorily to plan and organise own academic activity. 	<ul style="list-style-type: none"> • Track record of managing own teaching and/or research responsibilities in without intervention • Willingness to be involvement and engaged in activities within the department e.g. engagement with students beyond teaching, visits, open days, staff meetings, relevant committees • Constructive engagements with colleagues across the university, students and other relevant stakeholders
Band 2 (encompassing the above criteria and evidence)	<ul style="list-style-type: none"> • Able satisfactorily to contribute across a variety of administrative roles relating to academic activity. 	<ul style="list-style-type: none"> • Experience of engaging inside and outside of the department in academic and/or non-academic activity in a way that contributes to broader departmental agendas (contributing to administrative duties with the department, involvement in organising events, visits etc.) • Involvement in organisation and planning activities within a given discipline (e.g. helping with meetings, conferences etc.)
Band 3 (encompassing the above criteria and evidence)	<ul style="list-style-type: none"> • Demonstrate the ability actively to organise and manage activity in support of academic processes • Shows some leadership ability within immediate group. 	<ul style="list-style-type: none"> • Active participation in departmental (or divisional) policy initiatives, possibly through membership of departmental committees (e.g. helping to organise student activities, assisting with admissions and recruitment, assisting with seminar/event organisation, etc.) • Successful initiatives or innovations in administrative processes, or taking on significant departmental (or divisional) responsibilities which are carried out successfully
Band 4 (encompassing the above criteria and evidence)	<ul style="list-style-type: none"> • Track-record of management roles within the Department. • Demonstrates leadership ability within a wider group or department 	<ul style="list-style-type: none"> • Effective and active involvement and engagement in significant committees or projects which are important for the effective operation of the department (these may be at University or Faculty level in smaller departments but could be also be significant initiatives at departmental level) • Leading on significant initiatives for the department (or Division) to enhance the operation of the department

		<ul style="list-style-type: none"> • Acting within the department as a champion for initiatives such as National Student Survey, Athena Swan, staff & student wellbeing etc. • Academic mentoring, and support for early career staff, within the Department.
Band 5 (encompassing the above criteria and evidence)	<ul style="list-style-type: none"> • Management and development of academic activities important to income and/or signification with the University. 	<ul style="list-style-type: none"> • Effective leadership of strategic change at departmental or faculty level (e.g. new course development, supporting the development of new research centres or cross disciplinary collaborations) • Leading on a successful departmental engagement with external schemes such as Athena Swan Awards • Willingness to contribute and impact at University level in terms of policy formation and strategic development (e.g. membership of key strategic committees such as Senate, membership of University working groups) • Effective management of colleagues and facilitation of their academic and personal development and performance on the scale of a Department of equivalent • Academic leadership, mentoring, and support for junior staff, both within the Department and in the wider University community
Band 6 (encompassing the above criteria and evidence)	<ul style="list-style-type: none"> • Leadership of University wide activity with evidence of personal contribution and impact 	<ul style="list-style-type: none"> • Effective leadership of major activities such as REF or TEF at a Departmental level • Has established reputation and acknowledged expertise with senior managers in partner organisations and/or professional associations • Leading internal and external partnerships and networks which enable the University to meet significant strategic aims • Demonstrable contribution to the professional development of senior colleagues within the academic community, including mentoring, leading on training and development initiatives • Exercising significant management and leadership responsibility at University level or within an external academic community • Successful performance as Head of Division/Department, Director of a Research Centre or Institute, Chair of a major committee or working group