

ERE LEVEL 6 | BALANCED PATHWAY | CONTRIBUTION MATRIX

This document is a matrix of indicators of contributions for staff at Level 6, which will build 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, to a varying degree with a minimum of 20 per cent in Education and a minimum of 20 per cent in Research as well as through Leadership, Management and Engagement activities. You may also make contributions in the area of Enterprise, but this is unlikely to be a major feature of the role.

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	RESEARCH
<ul style="list-style-type: none"> ▪ Able to plan and shape the direction of an area of teaching activity ▪ Able to contribute to the development of education policy. ▪ Contribute to the development of teaching and learning strategies, including research-led teaching. ▪ 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. ▪ May act in senior roles within the academic unit or faculty to advance student academic development. 	<ul style="list-style-type: none"> ▪ Able to plan and shape the direction of an area of research/ teaching/ enterprise activity; Able to contribute to the development of teaching and/or research/enterprise 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 work. ▪ May lead research programmes and teams, setting up and managing the resources needed to deliver the plan. May lead major funding bids and research activity in an area of recognised excellence for the University. ▪ May devise new research methods, developing an international reputation as a research leader in a major subject area. ▪ Interpret findings from research projects and develop new insights, expanding, refining and testing hypotheses and ideas.
ENTERPRISE	LEADERSHIP, MANAGEMENT AND ENGAGEMENT
<ul style="list-style-type: none"> ▪ Able to plan and shape the direction of an area of research/ teaching/ enterprise activity ▪ Able to contribute to the development of teaching and/or research/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. <p>May provide significant advice to a broad range of public bodies at local, regional, national and international levels, as appropriate.</p>	<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. ▪ 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. <p>Contribute significantly to the continuous development of academic colleagues across the wider faculty and/or University</p>