Draft guidance on how to evidence T&S promotion

Criterion 4: Knowledge Exchange and External Engagement

==*Please note that each guidance document begins with the specific promotion criterion, before providing guidance below. It is proposed that, after consultation, a more efficient way of displaying the guidance (likely in one document) will be found.*==

4) Knowledge Exchange and External Engagement

For staff to be promoted to any level they must demonstrate some evidence of knowledge exchange and external engagement.

Criteria

Lecturer	Senior Lecturer	Reader	Professor
A normal level of achievement for a Lecturer (Grade 7) • some evidence of productive involvement in knowledge creation and transfer in partnership with industry, government, NGOs, learned societies or professional bodies – this can be discipline specific and/or may relate to teaching and learning. • some activity that enhances public understanding of, and engagement with, knowledge and scholarship,	A record of achievement with respect to some of the following criteria (a candidate can either evidence some achievement with respect to a broad range of activity or a high level of achievement with respect to a narrower range of criteria, or some combination thereof): • active participation in advisory committees or professional or practice-based forums relevant to discipline and/or teaching and learning.	A record of exceptional achievement with respect to some of the following criteria: • active participation in advisory committees or professional or practice-based forums relevant to discipline and/or teaching and learning. • some evidence of influence on professional practice or on policy, relevant to the staff member's discipline	A record of achievement with respect to some of the following criteria (a candidate can either evidence equally high level of achievement with respect to all criteria appealed to or an exceptional level of achievement with respect to a smaller number combined with some activity with respect to some other criteria) • evidence of leadership of, and/or a record of active participation in, advisory

or that contributes to a well-informed public debate. • some internal and/or external activity in support of the University's social responsibility goal.	• some evidence of influence on professional practice or on policy, relevant to the staff member's discipline and/or teaching and learning. • a record of productive involvement in knowledge creation and transfer in partnership with industry, government or NGOs, learned societies or professional bodies – this can be discipline specific and/or may relate to teaching and learning. • a record of activity that enhances public understanding of, and engagement with, knowledge and scholarship, or that contributes to a well-informed public debate. • a record of internal and/or external activity in support of the University's social responsibility goal. • a record of creation, development and exploitation of intellectual property, including open access material relevant to the staff member's discipline or to teaching and learning.	and/or teaching and learning. • a record of productive involvement in knowledge creation and transfer in partnership with industry, government or NGOs, learned societies or professional bodies – this can be discipline specific and/or may relate to teaching and learning. • a record of activity that enhances public understanding of, and engagement with, knowledge and scholarship, or that contributes to a well-informed public debate. • a record of internal and/or external activity in support of the University's social responsibility goal. • a record of creation, development and exploitation of intellectual property, including open access material relevant to the staff member's discipline or to teaching and learning.	committees or professional or practice-based forums relevant to discipline and/or teaching and learning. • a sustained record of influence on professional practice or on policy, relevant to the staff member's discipline and/or teaching and learning. • a sustained record of productive involvement in knowledge creation and transfer in partnership with industry, government, NGOs, learned societies or professional bodies – this can be discipline specific and/or may relate to teaching and learning. • a sustained record of activity that enhances public understanding of, and engagement with, knowledge and scholarship, or that contributes to a well-informed public debate. • a sustained record of internal and/or external activity in support of the University's social responsibility goal.

			• a sustained record of creation, development and exploitation of intellectual property, including open access material relevant to the staff member's discipline or to teaching and learning.

How to evidence this criterion

Colleagues should consider the reach, value and impact of their work which are defined as:
- **Reach:** The scale of influence (i.e. who has your knowledge exchange and external engagement benefitted? How many attended/viewed/read/downloaded/cited/shared your work? How many people did you speak to? Were you invited or did you apply or lead? Was this local, national or international impact? Did you reach marginalised groups?).
- **Value:** The benefit derived for staff, students and external audiences. The worth of the activity in your context; what goals did the activity achieve? What issues/challenges did the activity address?
- **Impact:** The difference made to policy, practice and/ or student or external stakeholder outcomes as a result of an activity. The uptake, change and impact of your work. How did people change their practice because of your work?

Criterion	Examples of Evidence
knowledge creation and transfer in partnership with industry, government, NGOs, learned societies or professional bodies	• Funding or contracts awarded from external sources with positive outcomes for teaching and learning

	• Working with external bodies in development and implementation of policy or practice • External consulting (e.g. for industry, other HE institutions, Schools)
Internal and/or external activity in support of the University's social responsibility goals	• Engagement with schools, museums, the media (including traditional and social media), and public engagement with evidenced outcomes • School governor or other external responsibility that can be evidenced with impact • Serving as school governor or charity trustee • Engagement with employers and stakeholders in the development of pedagogic practice (co-creation) • Implementing and evaluating practice to embed a SR goal • Making a difference or other award or recognition • SR funding grant with outcomes • Engagement with employers and stakeholders in the development of pedagogic practice
activity that enhances public understanding of, and engagement with, knowledge and research, or that contributes to a well-informed public debate	• Engagement with the media (including traditional and social media), • Development of or contribution to public materials e.g. blogs, texts, information boards/leaflets, performances • Creating open access or otherwise shared material outside of the immediate context of the role. (e.g. create open lab material) • Creation of intellectual property
influence on professional practice or on policy, including participation in professional or practice-based forums relevant to the staff member's discipline and/or to teaching and learning	• Engagement with professional bodies and regulators; contribution to sector reports, policy and analysis. • External consulting (e.g. for industry, other HE institutions, Schools) • Part of external panel/committee shaping the T&L landscape e.g. panel/committee for degree accreditation, TEF panel, contribution to QAA benchmark statement, contribution to school curricula, external examiner, reviewer for Advance HE Fellowships, contribution to professional or discipline body shaping pedagogy locally, nationally or internationally or similar. • Participate in organisation of T&L conferences and groups, participate in relevant panels and committees • Scholarly activity that contributes to academic debate with your context

creation, development and exploitation of intellectual property, including open access material relevant to the staff member's discipline and/or to teaching and learning	• Creation of cross School/Faculty/University/external material or activity e.g. T&L resources, workshops or recording, blogs/websites/toolkits to share good practice, ITL fellowships