

Academic Community Development Framework

Contents and Scope

This Framework incorporates the following documents:

1. Academic Community Development Framework
2. Academic Career Development Framework
3. LIS Faculty Training Programme
4. Class Observation Policy
5. Academic Performance Management Policy
6. Academic Promotion Policy
7. Academic Induction Policy
8. Recruitment: Faculty and Guest Lecturers

Academic Community Development Framework

This part of the Academic Community Development Framework has been developed in line with NDAPs descriptor A1e: "There is appropriate depth and strength of academic leadership".

The Founding Faculty demonstrate strength and depth of leadership through four key mechanisms:

i. Seniority & experience of existing Faculty

The Founding Faculty has strong experience of academic and administrative leadership as shown in 036 Academic Staff CVs.

The Founding Faculty is led by Professor Carl Gombrich SFHEA who pioneered the first UK's first BASc programme at University College London.

ii Clear plans for leadership contingency and succession planning

As set out in section 2, there are clear contingency plans in place for key roles including the Director of Teaching and Learning.

iii Seniority and depth of externals

The School has purposefully appointed externals for the Academic Council of eminent seniority and capable of providing powerful challenge and support on leadership and governance issues. ✓
MASc leadership

2 Leadership contingency & succession planning

In the unforeseen event of the Director of Teaching and Learning being unable to fulfil their role (e.g. due to serious illness or accident), the Head of Teaching and Learning will take their place

for key governance events including chairing the Academic Council and updating the Board of Directors on academic standards.

Should a new permanent Director of Teaching and Learning be required to be appointed, the following process will ensue:

- The Chief Executive Officer, together with the Registrar, will lead the process.
- A shortlist of candidates will be drawn up. Applicants will need to prove and evidence significant leadership experience and the ability to match or exceed the job description of the Director of Teaching and Learning (see below).
- An interview carousel with: (i) the CEO and Registrar; (ii) faculty members (iii) other LIS staff, will be conducted.
- The CEO will then nominate a new Director and make a case for their appointment at an Extraordinary Meeting of the Board of Directors.
- Should the Board of Directors not confirm the CEO's choice then another candidate will be proposed.

3. Allocated scholarship and research time

In order to stay at the forefront of interdisciplinary thinking, LIS academics will remain active in research and scholarship.

To enable faculty to engage in research, full-time Faculty contracts allow for 20% time for research activity. This time can be deployed individually or collectively.

Depending on the interests of the individual academic staff member, knowledge development and research can focus on a particular academic specialism, interdisciplinarity, or pedagogy. Knowledge transfer can additionally encompass the broader academic community, or commercial, third sector and public sector organisations and agencies.

Research outputs form part of Faculty's performance management and can be used in progression through the Academic Career Development Framework.

4 Faculty Mapping and Growth

The Programme Approval Process ensures a mapping of Faculty expertise to modules set out in the Programme Specification. In particular, external members assess the CVs of module leaders and teachers for each module.

At all times, staffing levels will be set to ensure that there are sufficient teachers to teach all modules. The growth of the Faculty beyond its initial size will take place in line with the growth in student numbers.

In the case of planned or unplanned leave, the Director of Teaching, Faculty Manager and Registrar will meet to consider the timing and implications of leave arrangements. If necessary, advertisements to cover faculty positions will be made.

5 Process for managing faculty in case of unplanned leave

Should a member of the Faculty be unable to teach at short notice (e.g. due to a serious illness) the following contingencies will be used:

- (i) The Module leader will arrange for cover. In the event that the Module leader is indisposed, the Deputy Module Leader will assume managerial responsibilities for the module;
- (ii) Should (i) not be possible or practicable, then the Director of Teaching and Learning will use a discretionary approach e.g. combine two existing teaching groups.

6 Key Role Descriptions

Four role descriptions are given below as evidence of differentiation:

- (i) Academic Lead and Director of Teaching and Learning
- (ii) Programme Director
- (iii) Module Leader
- (iv) Faculty member

1. Academic Lead and Director of Teaching and Learning

The Academic Lead and Director of Teaching and Learning is the School's senior academic and Chair of the Academic Council. This role will be reviewed on an annual basis by the CEO to ensure effectiveness and to make changes as required. Their main responsibilities are below:

Required experience and skills (required)

- The role holder will have significant experience of senior academic leadership typically at Head of Department level or above
- The role holder will have significant management experience
- The role holder will have an advanced understanding of UK Higher Education including quality systems and processes.

Required experience and skills (desirable)

- The role holder will have experience of developing new Programmes.

Academic Governance

- Chairing the Academic Council
- Representing the Academic Council (the School's senior academic body) at Board of Directors' meetings

Strategic Leadership

Setting the strategic direction for:

- Programme and curriculum design for all programmes
- Teaching, Learning and Assessment Strategy for all programmes
- Learning resources and support for all programmes
- The LIS Academic Staff development programme.

Leadership and Management

- To manage Heads and Leads of specific areas
- To lead on recruitment of new Faculty members
- Overseeing the faculty promotion process

Programme Delivery

- To hold overall accountability for the structure and delivery of the School's Interdisciplinary Problems and Methods Modules

Programme Development

- Overseeing the development of new programmes and modules in line with the School's [Programme Design, Development, Monitoring and Evaluation Procedures](#)

Admissions

- Chairing or nominating a Chair for the [Admissions Decisions Committee](#) (ADC) with individual responsibility for final determinations on the admission of students to the School where the ADC is in disagreement

Assessment

- Overseeing the successful and compliant operational delivery of all student summative assessments, including ensuring that markers are competent in their subject areas and in marking assessments, ensuring an appropriate vetting process is undertaken of question papers and marking schemes, recommending external examiners and nominating invigilators

Academic experience

- Overseeing students' academic experience and progress on academic programmes, including serving as the most senior faculty representative for all engagements with students;
- Overseeing the successful and compliant operational delivery of all academic programmes including timetabling and course scheduling and evaluating performance and tracking progress relative to agreed goals/objectives

Other key responsibilities

- Determining whether a student may be exempt from a module of a programme or from admissions criteria given prior certificated and/or experiential learning, as set out in the School's [Recognition of Prior Learning Policy and Procedure](#);
- Overseeing the delivery of the School's [Academic Progress Policy](#);
- Ensuring that Programme Directors develop the Annual Programme Monitoring Reports in line with the Schools Programme Monitoring Procedure ([Programme Design, Development, Monitoring and Evaluation Procedure](#));
- Acting as a member of the Major Incident Management Team as set out in the School's Business Continuity Plan ([General Policies and Procedures](#))

Reporting

Submitting annual reports to the Academic Council on:

- The character of the academic community of the School, judged against the criteria set out in the [OfS Regulatory Framework](#), including plans for staff development and enhancement
- The scholarship (knowledge development and transfer) and pedagogic effectiveness of learning staff.

External relationships

- Execution of relevant external academic or professional role (e.g. as an External Examiner, Scrutineer or otherwise external auditor in areas relating to professional expertise of the role-holder).
- Acting as an ambassador and leading the development of relationships with statutory, civic or professional bodies and learned societies in areas relating to the academic objectives of the School, and representing the organisation in any relevant engagements

2. Programme Director

A Programme Director is designated by and reports to the Director of Teaching and Learning. A Programme Director takes charge for the design, development, management and assessment of the Programme they have been designated to lead on.

Working closely with module leaders and the Director of Teaching and Learning, programme directors are responsible for delivering the programme using appropriate teaching and learning and assessment methods, effecting any necessary modifications, communicating information to

students. They ensure the effective planning, management and review of the programme, adhering to specified monitoring and evaluation procedures.

Required experience and skills (required)

- The role holder will have significant experience of academic leadership
- The role holder will have significant management experience
- The role holder will have an advanced understanding of UK Higher Education including quality systems and processes.

Required experience and skills (desirable)

- The role holder will have experience of developing new Programmes.

Academic Governance

- Representing the Programme at Academic Council
- Chairing the Programme Development Team

Leadership and Management

- Managing teaching staff including permanent and Visiting Lecturers as designated by the Director of Teaching and Learning

Programme Delivery

- To hold overall accountability for the structure and delivery of a particular Programme or set of programmes

Programme Development

- Overseeing the development of new programmes and modules in line with the School's [Programme Design, Development, Monitoring and Evaluation Procedures](#)

Assessment

- Overseeing the successful and compliant operational delivery of all student summative assessments, including ensuring that markers are competent in their subject areas and in marking assessments, ensuring an appropriate vetting process is undertaken of question papers and marking schemes, recommending external examiners and nominating invigilators

Academic experience

- Overseeing the successful and compliant operational delivery of a designated Programme

Reporting

- Submitting an annual Programme report to the Academic Council.

3. Module Leaders

Module Leaders are appointed by the Director of Teaching and Learning and lead specific modules. Their key responsibilities include:

- Induction and training of faculty members to teach specific modules Leading on delivery of specific modules
- Overseeing teaching and learning materials and reading lists for specific modules
- Overseeing assessments for specific modules in line with the Teaching and Learning Strategy and LIS assessment policies
- Overseeing potential future changes to modules and assessment in line with the School's Module Approval process
- Ensuring the entry of assessment scores on the student record system in collaboration with the relevant administrators

4. Faculty member job description

Required experience and skills

- The role holder will typically have a PhD (or be in the process of completing a PhD)
- The role holder will be an inspiring teacher, able to communicate with academics, researchers and undergraduates
- The appointee will have advanced interpersonal skills and be able to work in group.
- The appointee will be particularly interested in new ways of teaching and may have existing expertise in facilitating problem-based learning groups.
- The appointee will be highly interdisciplinary in their outlook and background, and be excited by the possibility of working in an innovative institution without the traditional strictures of academic departments.

Main responsibilities

Teaching

- To teach and assess at the appropriate level required through lectures, seminars and personal supervision

- To plan and review your own teaching approach
- To develop and apply innovative teaching approaches, particularly Problem-Based Learning and materials to enable learning and enthuse students
- To develop programme/module proposals as directed by the Director of Teaching and Learning and contribute to the wider design of the School's teaching programme
- To undertake the full range of responsibilities in relation to supervision, marking and examining to ensure that students' progress is being monitored and reported in line with the School's procedures
- To develop approaches to teaching and learning which are appropriate for the School and subject area and reflect developing practice elsewhere

Pastoral Academic Support

- To provide pastoral academic support to a certain number of students each year
- To make full and diligent use of the School's student record system in supporting and monitoring the wellbeing of students

Research

- To plan, design and/or coordinate broad research activities as requested by the Director of Teaching and Learning
- To contribute to the development of interdisciplinary research strategies for the School
- To develop methodologies and techniques appropriate to the type of research being pursued and that add to the knowledge/understanding appropriate to interdisciplinarity
- To engage in research which lead to the School's enhanced reputation
- To engage in scholarly activity that will enhance the School's reputation such as membership of academic bodies and external examining bodies

In addition, where relevant

- To provide expert advice to colleagues, students and external bodies, e.g., government bodies
- To lead the advancement of the development of programme curricula
- To act as a coach and role model through excellent practice and mentoring of colleagues
- To promote and market the work of the School in the subject area both nationally and internationally

Skills and experience

- Higher Degree relevant to teaching area (normally PhD)
- Extensive research and/or teaching experience and/or scholarship within multiple subject areas
- Proven ability to devise or advise on learning programmes

In addition, where relevant

- Skills in managing, motivating and counselling others successfully
- Extensive experience of applying and/or developing and devising successful models, techniques and methods

Planning and Organising

- Plan for and set teaching objectives over a number of years
- Plan and manage own teaching and tutorials as agreed with the Director of Teaching and Learning
- Plan and deliver against own research objectives
- Organise meetings/conferences and take part in LIS annual symposium on interdisciplinarity

Decision making

- Contribute to the development of School/Departmental management processes

In addition, where relevant

- Lead/project manage a team to devise and implement new and/or revised processes

Internal/External relationships

- Communicating complex and conceptual ideas
- Participate in and develop external networks
- Provide expert advice to staff and students across multiple disciplines
- Contribution to recruitment of students
- Contribution to recruitment of future faculty
- Act as external examiner as required

2 Academic Career Development framework

2.1 Introduction

The School's mission is to deliver an outstanding teaching and learning experience to its students, and to push interdisciplinary thinking and pedagogical techniques within and beyond academia. The School acknowledges that in order for its staff to deliver on its teaching and learning, innovation and knowledge transfer ambitions, they must have career development opportunities within the institution, and be recognised and rewarded for their achievements.

With this in mind, the School has an Academic Career Development Framework in place, which identifies the typical activity and performance levels for each of the staff grades.

The academic staff grades at the School are as follows:

LIS title	Advance HE approximate equivalent
-----------	-----------------------------------

Assistant Lecturer	Associate Fellow
Assistant Professor	Fellow
Associate Professor	Senior Fellow
Full Professor	Principal Fellow

2.2 Benchmarks

The LIS Academic Career Development Framework is developed in keeping with the [UK Quality Code](#), especially, Quality 3: "The Provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience".

The Framework is additionally developed in keeping with the criteria for Degree Awarding Powers in England, including but not limited to descriptors C1c-C1j vis:

C1c. [Teaching staff will demonstrate] active engagement with the pedagogic development of their discipline knowledge.

C1d. [Teaching staff will demonstrate] Understanding of current research and advanced scholarship in their discipline and that such knowledge and understanding directly inform and enhance their teaching. Also active engagement with research and/or advanced scholarship to a level commensurate with the level and subject of the qualifications being offered.

C1e. Opportunities to engage in reflection and evaluation of their learning, teaching and assessment practice.

C1f. Development opportunities aimed at enabling them to enhance their practice and scholarship.

C1g. Opportunities to gain experience in curriculum development and assessment design and to engage with the activities of other higher education providers for example through becoming external examiners, validation panel members or external reviewers

C1h. Expertise in providing feedback on assessment which is timely, constructive and developmental.

C1i. Experience of curriculum development and assessment design

C1j. Engagement with the activities of providers of higher education in other organisations (through, for example, involvement as external examiners, validation panel members, or external reviewers).

The Framework aligns with:

- [UK Professional Standards Framework](#)

It incorporates:

- [Advance HE Academic Careers Framework.](#)

2.3. Categories

The LIS Academic Career Development Framework sets out three categories of professional impact at LIS across each staff grade:

- Teaching and Learning
- Knowledge Development and Transfer
- Institutional Citizenship

The School's Academic Career Development Framework is used for as part of the review and development process to:

- Set benchmarks or objectives for appraisals
- Identify development areas and opportunities
- Assess cases for reward and recognition, promotion and progression, taking into account the other features of the School's performance management approach, including delivery against agreed objectives.

It is also used in the design of roles and in succession planning.

The activities and performance expected at each of these levels is set out in our Academic Career Framework.

The Academic Career Development Framework can be summarised as follows:

1. Teaching, Learning & Assessment	<p>This covers all activities which support student learning, including</p> <ul style="list-style-type: none">· Establishing new modules and programmes;· Curriculum development and learning design;· Developing teaching and learning materials;· Personal tutoring;· Delivering teaching and learning;· Assessment. <p>It also covers the contribution of knowledge and innovative approaches to improve teaching, learning and assessment, and leadership in education</p>
---	---

2. Knowledge Development and Transfer	<p>This covers all aspects of the creation, application and dissemination of new knowledge, whether it relates to a subject specialism, interdisciplinarity, and whether dissemination is amongst the academic or business community. It incorporates any impact of applied knowledge on an external organisation (e.g., improvements in working practices). This should include outputs such as Minimal Viable Tests.</p>
3. Institutional Citizenship	<p>This covers any activities which contribute to the effective operation and governance of the School, and the promotion of positive collegial behaviour across the School. It includes membership of governance committees, leadership of major initiatives, mentorship within the School, and raising the profile of the School.</p>

Under *Teaching and Learning* and *Knowledge Development and Transfer*, the Framework defines, by grade:

- Threshold criteria (minimum performance to reach that grade)
- Core activities (types of activities expected of all staff within that grade; staff at this grade should meet at least some of these)
- Stretch activities (types of activities expected of high-performing and more experienced staff within that grade)
- Example impact indicators

The activities and impact indicators described in the framework are indicative. They are not exhaustive, and no individual member of staff is expected to meet all of the criteria described.

Criteria are intentionally broad in order to accommodate the variety of work that will be undertaken by an interdisciplinary faculty with a range of professional development and networking interests.

The Framework should always be applied in the context of the individual staff member's role and career. In determining promotion, focus will be applied to the individual's demonstrated personal impact across the Framework categories and activities, within additional reference to the extent to which the individual has delivered their OKRs and has lived the values, consistent with the School-wide performance management process, as set out in the Staff Handbook.

2.4. Framework in Detail

(i) Teaching, Learning & Assessment

Teaching and learning activity refers to any activities which support student learning, including the development of the curriculum, learning design, pedagogical innovation, assessment and personal tutoring. It also includes educational leadership and contribution to the evolution of teaching, learning and assessment techniques.

Academic Careers Framework: Teaching, Learning & Assessment

Staff grade	Threshold criteria	Core activities	Stretch activities	Impact indicators
Assistant Lecturer/ Associate Fellow	<p>Demonstrates successful contribution to the School's teaching and learning of students and to the development of pedagogy within the School</p> <p>Teaching is of a consistently high standard</p>	<p>Translates advances in their field (e.g., interdisciplinarity) into their teaching</p> <p>Uses a range of practices and appropriate technologies to support inclusive learning</p>	<p>Supervises staff and/or students, e.g., as a personal tutor</p> <p>Conducts additional academic management activities</p>	<p>AdvanceHE Associate Fellow</p> <p>Strong student satisfaction scores</p> <p>Personal tutor with demonstrated high impact</p> <p>Participation in projects to improve student learning and/or experience, with evidence of personal impact</p>

<p>Assistant Professor/Fellow</p>	<p>Demonstrates successful participation in the School's teaching and learning and engages with the implications of current research for programme delivery and design</p> <p>Teaching is of a consistently high standard</p>	<p>Makes significant contribution to curriculum design and planning to support excellence in student teaching & learning</p> <p>Makes significant contribution to teaching and learning related activities, for example via exam boards, admissions committees</p> <p>Proactively and effectively engages with improvement of student learning and experience through committees and projects</p> <p>Supports students as a personal tutor</p>	<p>Participates in internal academic audits and teaching quality assurance</p> <p>Supports pedagogic innovation, including through the use of new technologies</p> <p>Demonstrates sustained engagement with the implications of research based education, leading to changes in practice</p>	<p>Introduction of new or substantially modified modules or delivery modes in response to student feedback</p> <p>Advance HE Fellow</p> <p>Winner of a School Teaching Award</p> <p>Evidence of innovative teaching practices with positive impact on diverse student groups</p> <p>Membership of teaching and learning related committee with evidence of personal impact</p> <p>Evidence of impact as personal tutor (incl. student feedback)</p> <p>Adoption of Open Access dissemination and routes</p> <p>Authorship/ delivery of conference presentations, book/ book chapters, peer reviewed publications and citations focused on teaching and learning Reviewer for teaching & learning focused journal or book series.</p> <p>Engagement with activities of other providers e.g. external reviewers</p>
--	---	--	---	---

<p>Associate Professor/Senior Fellow</p>	<p>Demonstrates active engagement with the interface between research and education and its implications for teaching, with evidence of impact.</p> <p>Teaching is of a consistently high standard.</p>	<p>Plays a significant role in curriculum reform</p> <p>Plays a significant role in developing teaching technologies, course design and assessment techniques</p> <p>Is a proven leader or manager, providing effective development and mentorship of teaching staff</p> <p>Works collaboratively with students to identify areas for improvement and to improve the student educational experience</p> <p>Supports students as a personal tutor</p> <p>Leads inclusive teaching practices within the School.</p> <p>Demonstrates significant engagement with education policy and practice in the national context</p> <p>Plays a leading role either at an LIS or national level that has successfully delivered significant educational impact</p> <p>Collaborates effectively with external peers on significant teaching and learning projects.</p>	<p>Makes a significant contribution to teaching and learning strategy</p> <p>Demonstrates effective leadership of significant teaching and learning enabling activities</p> <p>Demonstrates leadership in relation to applying research to educational practice</p> <p>Has a significant national reputation in education delivery</p>	<p>Evidence of successful leadership of curriculum development Advance HE Senior Fellow</p> <p>Evidence of successful collaboration with external peers on education projects</p> <p>Leadership of pedagogical innovation within the School</p> <p>Key contributor to major School teaching and learning projects</p> <p>Evidence of impact in reducing continuation and attainment gaps, as identified in the School's Access and Participation Plan</p> <p>Chair of working group or Board of Examiners, with demonstrated positive impact</p> <p>Author of teaching and learning materials with national/ international reach</p> <p>High-level engagement with activities of other providers e.g. external examining</p>
---	---	--	--	--

<p>Professor/ Principal Fellow</p>	<p>Demonstrates active engagement with the intersection of research and teaching and learning in the School.</p> <p>Is successfully involved with teaching activity with any level of students.</p> <p>Teaching is of a consistently high standard</p>	<p>Leads innovative changes to the curriculum</p> <p>Makes a significant contribution to skills/ knowledge base in relation to education within the School, as well as nationally/ internationally</p> <p>Shows effective leadership, review and improvement of education standards across the School</p> <p>Shows effective leadership of engagement activity with students, driving curriculum and teaching and learning change based on student feedback</p> <p>Supports students as a personal tutor</p> <p>Acts as a champion for inclusive teaching practices within the School</p> <p>Shows sustained engagement with the development of innovative pedagogical approaches and the management of professional development courses</p> <p>Leads collaborative education projects at national or international level</p>	<p>Demonstrates leadership of major LIS teaching and learning initiatives</p> <p>Acts as a School or national champion for education reform or innovation</p> <p>Plays a sustained leading role in national or international activity that delivers significant educational impact</p> <p>Is a nationally respected advisor on educational issues to regulators, government bodies, or other major external bodies</p> <p>Participates in national committees relating to developments in interdisciplinarity or education</p> <p>Participates in curriculum review at other institutions</p>	<p>Curriculum review for external HEI(s), with evidence of impact</p> <p>AdvanceHE Senior or Principal Fellow</p> <p>Editor of teaching and learning journal of international standing</p> <p>Leadership of major School, national or international education project, with evidence of personal impact</p> <p>Leadership of national/international educational networks</p> <p>Widespread recognition within the field for innovative pedagogy</p> <p>Government advisor on education policy and practice</p> <p>High-level engagement with activities of other providers e.g. validation panel member, external governance role</p>
---	--	---	---	---

(ii) Knowledge Development and Transfer

Knowledge development and transfer covers all aspects of the creation, application and sharing of new knowledge, whether it is in a specific discipline or in interdisciplinarity; and it encompasses transfer of knowledge both within academia and beyond academia (e.g., into policy-making contexts and into employer organisations and professional contexts). The focus at LIS is on quality rather than quantity of knowledge development, as measured by peer appreciation, breadth of transfer, utility within a work context, impact, scale, originality, rigour, and significance. The School particularly values collaborative, interdisciplinary knowledge development, both within the School, within the academic community, and in partnership with the private, public, and third sector. Impact and benefits of research are considered across a range of contexts, including public and media discussion, cultural life, communities, education, public policy, social and commercial enterprise activity, equality and social justice, the environment, and health.

Academic Careers Framework: Knowledge Development and Transfer

Staff grade	Threshold criteria	Core activities	Stretch activities	Impact indicators
Assistant Lecturer/Associate Fellow	<p>Demonstrates detailed understanding and knowledge of field (e.g., interdisciplinarity) and contemporary research activities within it</p> <p>Demonstrates effective application of work to real-world contexts</p>	<p>Plans and develops independent, original, significant and rigorous contributions to field (e.g., interdisciplinarity)</p> <p>Builds networks of academic and non academic contacts for the purposes of knowledge dev. and transfer</p> <p>Presents work to external collaborators within field</p> <p>Involved in work to promote impact of research outside academia</p> <p>Participates in consulting projects for LIS external clients, under supervision</p> <p>Contributes to the delivery of short courses for professional development</p> <p>Participates in external engagement activities to apply LIS work to external organisations and problems</p>	<p>Contributes to policy-focused activity in area of expertise</p> <p>Manages delegated research and/or partnership activities or duties</p> <p>Participates in enterprise and engagement activities with tangible benefit to LIS</p>	<p>PhD or equivalent professional qualifications /experience</p> <p>Occasional reviewer for research focused journals</p> <p>Participation in policy focused meetings events</p> <p>Peer reviewed journal articles/books/book chapters/ design outputs</p> <p>Refereed conference papers</p> <p>Invited speaker/ expert contributor beyond academia</p> <p>Consultancy contract for LIS benefit</p> <p>Effective delivery of professional development courses</p> <p>Participation in relevant networking events</p> <p>Media appearances or contributions</p>

<p>Assistant Professor/ Fellow</p>	<p>Demonstrates ability and potential to produce internationally excellent, independent, significant and rigorous knowledge development within their field (e.g. interdisciplinarity)</p> <p>All research outputs available through Open Access wherever possible</p> <p>Demonstrates wide and effective application of LIS work and research to real-world problems at external organisations</p>	<p>Publishes knowledge findings</p> <p>Disseminates work and research findings at conferences</p> <p>Participates in knowledge development and transfer-related enabling activities, for instance adding value to a cross-disciplinary network, journal reviewing</p> <p>National and/or international engagement on policy and practice</p> <p>Makes a significant contribution to work that promotes the impact of LIS knowledge development (e.g., sustained engagement with collaborator outside academia)</p> <p>Makes a significant contribution to the design and delivery of professional development courses</p> <p>Makes a significant contribution through collaborative activity to provide specialist advice to organisations outside academia</p> <p>Is substantially involved with a professional body,</p>	<p>Provides effective supervision of undergrad students</p> <p>Provides peer review</p> <p>Works towards an independent/ team knowledge development reputation and recognition of achievement nationally/ internationally</p> <p>Makes a significant contribution to external engagement with a view to enhancing impact of knowledge development</p> <p>Makes a successful contribution to enterprise and external engagement activities with benefit to LIS</p>	<p>Conference speaker invitations</p> <p>Regular reviewed for research focused journals</p> <p>Successful co-organisation of event for external audience</p> <p>Personal contribution to initiative to support equality, diversity and inclusion in the field</p> <p>Evidence of commercial success</p> <p>Evidence of public policy/ external engagement</p> <p>Evidence of successful development and delivery of professional development activity</p> <p>Evidence of benefits delivered outside academia</p> <p>Adoption of Open Access dissemination processes and routes</p>
---	--	--	---	--

		<p>public policy stakeholders or is a member of national committees and working groups</p> <p>Mentors/ sponsors diverse individuals to enhance innovation</p> <p>Participates in public engagement activities in which no -academic communities are consulted on the direction/ findings of knowledge development</p> <p>Makes sustained media contribution as an expert</p>		<p>References/ invitations to contribute from media commissioners</p> <p>Leadership of a public festival or performance related to knowledge transfer</p>
--	--	--	--	---

<p>Associate Professor/Senior Fellow</p>	<p>Demonstrates sustained and repeated knowledge contributions to their field, including through publications</p> <p>Leads significant enterprise and external engagement activities</p> <p>All knowledge and work outputs are available through Open Access wherever possible</p>	<p>Plays a proactive role in successful collaboration within a large collective knowledge development group</p> <p>Plays a lead role in significant activity at the School that delivers a substantial knowledge development and transfer impact</p> <p>Develops profile nationally/internationally, including through collaborations with other contributors in the field</p> <p>Participates in and leads peer review</p> <p>Makes a sustained contribution to public policy</p> <p>Plays a leading role in an institutionally or nationally significant knowledge exchange of an activity</p> <p>Is a nationally respected policy advisor or media contributor</p> <p>Is a nationally respected provider of professional development courses</p>	<p>Successfully leads significant knowledge development and transfer activities, or activities to enable knowledge development and transfer</p> <p>Effectively mentors colleagues in knowledge development and transfer activities</p> <p>Leads significant enterprise and external engagement activities</p>	<p>Evidence of positive impact in mentoring colleagues, including that they have met their career development goals</p> <p>References from national and/or international subject community, including leading figures</p> <p>Editorial board member of a significant journal in the field</p> <p>Evidence of key role in facilitating the impact of knowledge development of a wider team</p> <p>High-impact design outputs in a competitive context</p> <p>Evidence of economic benefit of commercialisation</p> <p>National recognition of professional development course portfolio</p> <p>Engagement with national/ international policy working group</p>
---	--	---	---	--

		Effective in building a dialogue and partnerships with non academic communities		External recognition of media contribution
--	--	---	--	--

<p>Full Fellow/ Principal Fellow</p>	<p>Demonstrates outstanding contributions to their field, demonstrating the ability to sustain knowledge development and transfer within academia/ beyond academia in a competitive environment.</p> <p>All knowledge and work outputs are available through Open Access wherever possible.</p>	<p>Plays a lead role in knowledge development collaborations with other institutions</p> <p>Has a well established reputation within their field, including sustained engagement with globally leading contributors to their field, in and/ or beyond academia</p> <p>Shows significant innovation in policy engagement activity</p> <p>Provides policy advice at national and international level</p>	<p>Plays sustained leadership role in supporting knowledge development and transfer activities nationally and internationally within and/or beyond academia</p>	<p>Editor of significant research journal or book series</p> <p>Regular keynote speaker invitations at conferences with international participants</p> <p>Introduction of new research methods/ approaches to the field</p> <p>Leading role in significant networks or associations relevant to the field, within and/or beyond academia</p> <p>Globally significant policy positions on standards within field</p> <p>Leadership of successful initiatives to increase equality, diversity and inclusion in the field</p> <p>Sustained recognition by policy makers and stakeholders</p>
---	---	--	---	---

(iii) Institutional citizenship

Institutional citizenship covers any activities that support a positive, collegial culture across the department and the School, as well as any activities contributing to the effective governance, management and administration of the School. It may include serving on departmental or School committees, leading change within a department, contributing to strategic change, mentoring, policy development, and the advancement of equality, diversity and inclusion for staff and students, including delivering the School's Access and Participation Plan. It also covers any activity that enhances the profile and reputation of the School. All these activities are considered to be core, however no individual is expected to provide evidence of fulfilling all of them.

Academic Careers Framework: Institutional Citizenship

Staff grade	Core activities	Example impact indicators
Assistant Lecturer/ Associate Fellow	<p>Demonstrates institutional citizenship</p> <p>Demonstrates collegial benefits with clear benefits to the School</p> <p>Contributes to LIS's Equality, Diversity and Inclusion and Access and Participation activities</p> <p>Exhibits the LIS core values</p>	<p>Positive feedback on support from colleagues and students</p> <p>Proactive involvement in Equality, Diversity and Inclusion and Access & Participation planning and activities</p> <p>Proactive contribution to the effective management and administration of their department, in line with role</p>
Assistant Professor/ Fellow	<p>Makes effective personal contributions through membership of departmental committees and taking on of departmental administrative roles</p> <p>Coordinates successful internal academic processes (e.g., quality assurance)</p> <p>Makes a significant contribution to School or departmental initiatives and working groups</p> <p>Contributes to Equality, Diversity and Inclusion and Access and Participation activities</p> <p>Contributes to departmental recruitment</p> <p>Exhibits the LIS core values</p>	<p>Evidence of impact on committees or working groups</p> <p>Effective discharge of widening participation activities</p> <p>Evidence of proactive role in equalities planning</p>

<p>Associate Professor/ Senior Fellow</p>	<p>Demonstrates collaborative leadership of departmental or cross-institutional strategic priority (e.g., admissions, quality assurance, examinations)</p> <p>Makes a sustained proactive contribution to LIS's Equality, Diversity and Inclusion and Access and Participation activities and aims</p> <p>Provides effective mentoring and support of colleagues</p> <p>Makes a sustained, proactive contribution to the effective management of the department</p> <p>Makes a sustained contribution to departmental recruitment</p> <p>Makes effective and positive contributions through membership of committees</p> <p>Acts as a role model for positive institutional behaviour, including role-modelling the LIS core values</p>	<p>Line manager of colleagues, with evidence of impact</p> <p>References from chairs of committees stating that the individual's work has had a positive impact</p> <p>Significant contribution to committees with evidence of impact</p> <p>Significant contribution to access and participation activities and equality, diversity and inclusion activities, with evidence of impact where available</p>
--	---	--

<p>Full Professor/ Principal Fellow</p>	<p>Makes a significant and sustained personal contribution to the collegiate running and strategic direction of the School</p> <p>Demonstrates personal leadership in establishing a mentoring culture within the department</p> <p>Shows personal impact in leading and developing colleagues to achieve School goals</p> <p>Plays active leadership role on Equality, Diversity and Inclusion groups</p> <p>Contributes personally to the national and international profile of the School</p> <p>Leads on student recruitment and access and participation activity</p> <p>Acts as a role model for positive institutional behaviour, including role-modelling the LIS core values</p>	<p>Appointment to a leadership role</p> <p>Evidence of significant contribution to management/administration of department/LIS</p> <p>Examples of diverse staff career progression as a result of active development and mentorship</p> <p>Champion of major successful projects</p> <p>Sustained programme of work in widening access to the School, as part of LIS's Access and Participation work.</p>
--	---	---

3 LIS Faculty Training Programme

3.1. Introduction

In order to support the Academic Careers Framework, LIS Faculty will be provided with a range of internal and external development opportunities organised by the Director of Teaching and Learning and drawing on external expertise as appropriate. Collectively, these opportunities are referred to as the LIS Faculty Training Programme.

The LIS internal development programme has four key areas:

1. Assessment
2. Curriculum Design
3. Pedagogy (including research supervision for dissertations)
4. Research/Scholarship

Internal development opportunities typically take the form of full faculty meetings which fall into three main categories:

- (i) Reflective Practice Group (RPG): typically meets once a fortnight during term time
- (ii) Research and Development (R&D) Forum: typically meets once a fortnight during term time
- (iii) Faculty away days

3.2. External Membership & Opportunities

LIS is a member of Advance HE. This allows the School access to subsidised fellowship applications and subsidised development courses and conferences, as well as academic staff to:

- Join Advance HE Connect, which will enable them to connect with practitioners from around the world in topic, subject and discipline and interdisciplinary areas through discussion forums, event promotion and project groups, as well as to connect to professional accreditation networks and groups

- Access HEA, Equality Challenge Unit, Leadership Foundation and Advance HE resources on teaching, learning, student success and governance
- Access networking events
- Access Equality, Diversity and Inclusion advice
- Engage in in-year projects informed by sector priorities

The School will support applications by staff for Advance HE Fellowships, which are considered in our Academic Careers Framework.

Development opportunities in brief

	Internal: all faculty	Internal: MASc faculty	External opportunities
Pedagogy	<p>Reflective Practice Group</p> <p>Peer assessment of teaching including observation by the Director of Teaching and Learning or their nominee</p>	<p>Reflective Practice Group</p> <p>Peer assessment of teaching including observation by the Director of Teaching and Learning or their nominee</p>	<p>Advance HE Teaching Fellowship</p>
Assessment	<p>Annual all Faculty session</p> <p>Reflective Practice Group</p> <p>Away days</p>	<p>Annual session</p> <p>Reflective Practice Group</p> <p>Away days</p> <p>Annual MASc Assessment training</p>	
Curriculum design	<p>Annual Module development refresher</p>	<p>Annual Module development refresher</p> <p>Annual MASc Curriculum design refresher</p>	

Ad hoc	Training sessions as required	
Research/ Scholarship	<p>Research and Development Forum</p> <p>Faculty Away Day</p> <p>Outputs in line with 0.2 FTE Research time and appraisals with Director of Teaching and Learning</p>	<p>Research and Development Forum Conference opportunities</p> <p>Faculty Away Day</p> <p>Outputs in line with 0.2 FTE Research time and appraisals with Director of Teaching and Learning</p>

3.3 Assessment Training

Assessment training will be delivered through: (i) an annual refresher session; (ii) inclusion in Faculty meetings as relevant; (iii) inclusion of sessions in LIS away days as appropriate.

The Director of Teaching and Learning and/or Head of Assessment will provide support, training and development to the members of academic staff involved in the assessment of students. The strategy for training will be aligned with the [QAA UK Quality Code Advice and Guidance: Assessment](#).

Content

Support will be designed and delivered to ensure that the relevant academic staff members:

- Understand the theory and practice of assessment and its implementation, including the different purposes of formative and summative assessment;
- Are able to effectively evaluate the extent to which learning outcomes have been achieved;
- Understand effective ways to feedback to students and encourage students to reflect on their own performance;
- Are made aware of the importance of designing assessments that minimise opportunities for plagiarism and other forms of unacceptable academic practice;
- Have opportunities to learn about assessment best practices and new approaches to assessment;
- Are fully aware of the School's [regulations relating to assessments](#), including the [Security of Examinations and Assessments Procedures](#), which set out procedures and approaches to support the integrity and security of summative assessments;

- Are made aware of assessment implications for a diverse body of students, with reference to cultural diversity, differences in learning methods, and the need for inclusivity.

The relevant administrative staff will receive training on LIS's [Academic Regulations](#) relating to assessment, so that they may manage the administrative aspects of assessment properly and efficiently.

MASc Assessment Training

Assessment training will cover all levels with additional content related to level 7 as required. This may include supplementary sessions where necessary. In relation to level 7, topics may include:

- Interpreting and implementing Level 7 grade descriptors
- Assessing research dissertations

3.4 Curriculum Design Training

Curriculum design training will be delivered through: (i) an annual refresher session; (ii) inclusion in the LIS Faculty seminars as relevant; (iii) inclusion of sessions in LIS away days as appropriate.

The Director of Teaching and Learning will provide support, training and development to the members of academic staff involved in the assessment of students. The strategy for this section of training will be aligned with [UK Quality Code, Advice and Guidance: Course Design and Development](#)

Content

Support will be designed and delivered to ensure that the relevant academic staff members:

- Understand the setting and maintaining of academic standards especially in line with the [Framework for Higher Education Qualifications](#);
- Setting threshold standards and enabling students to achieve beyond threshold standards;
- The curriculum design process and the role of external input;
- The connection between curriculum design and assessment;
- The importance of identifying and flagging needs for appropriate facilities, learning resources and student support in order to deliver a high-quality academic experience;
- Have opportunities to learn about best practices and new approaches to curriculum design;

- Have substantive training in understanding the importance of [inclusive curriculum design in higher education](#);
- Are fully aware of the School's [Programme Design, Development, Monitoring and Evaluation Procedures](#)

The relevant administrative staff will receive training on LIS's [Programme Design, Development, Monitoring and Evaluation Procedures](#), to ensure that they manage the process in a way that is consistent with the School's Academic Regulations.

MASc Curriculum Development Training

- Curriculum development training will cover all levels with additional content related to level 7 as required. In relation to level 7, topics may include: Module and Programme Level Outcomes at Level 7

3.5 Pedagogy Development

Pedagogy development opportunities will be delivered through: (i) Reflective Practice Group meetings; (ii) sessions in LIS away days; (iii) AdvanceHE fellowship applications.

In addition, the Class Observation Policy (below), headed by the Director of Teaching and Learning, will ensure that the teaching of each member of the faculty is observed at least once a year.

Content

Pedagogy development opportunities will be designed and delivered to ensure that the relevant academic staff members:

- Reflect on teaching practices with an emphasis on problem-based learning approaches
- Have opportunities to learn about best practices and new approaches in teaching;
- Have substantive training in understanding the importance of inclusivity in pedagogical practice
- Are supported in delivering research supervisions for dissertations

MASc Pedagogy Training

Pedagogy training will cover all levels with additional content related to level 7 as required. This may include supplementary sessions where necessary. In relation to level 7, topics may include:

- Supporting advanced independent study at Level 7
- Supporting capstone dissertations at Level 7.

3.6 Research/scholarship Development

Research and scholarship opportunities will be delivered through:

- (i) Research and Development Forum;
- (ii) sessions in LIS away days;
- (iii) attendance at external conferences;
- (iv) the generation of research/scholarly outputs in line with the 0.2 FTE contractual stipulation given to Faculty members.

4 Class Observation Policy

Introduction and scope

The School recognises that as a new provider delivering a new programme with a new faculty team and within new accommodation and facilities, it is of primary importance to use review procedures that provide timely and effective information on the quality of the School's provision.

The purpose of the class observation policy is to:

- (a) Review the extent to which the planned programme syllabus and curriculum is effective and meeting its intended objectives;
- (b) Evaluate the extent to which the programme is being delivered appropriately by staff;
- (c) Evaluate the extent to which the programme design and delivery is well-received by students;
- (d) Identify what action the programme team may take to either:
 - (i) Ensure consistency of delivery among staff;
 - (ii) Adopt and disseminate good practice among staff;
 - (iii) Adjust the programme to improve the student learning experience.

Modelling the effectiveness of teaching

As research indicates (see, example, Marcia Devlin, "The Criteria of effective teaching in a changing higher education context", 2009) the criteria for judging effective teaching is contested and context-specific.

Frequently, criteria for assessing teacher lack a rigorous evidence base. In its class observation policy, the School has assessed a number of different models and developed a set of key dimensions for judging effectiveness:

	Excellent	Good	Requires development
Clarity of delivery			
Interaction with students			
Facilitation of student's learning (context-specific e.g. group-based work)			
Support for students facing challenges (if appropriate)			
Overall assessment of teaching effectiveness			
General comments (including specific strategies for any areas requiring development)			

Structure of Observations

The class observation policy applies to all faculty.

In order to ensuring that the policy is effective as a quality instrument, the practice of Class Observation will be led by the Director of Teaching and Learning.

The Director of Teaching and Learning will be assisted by other nominated Faculty members.

LIS guarantees that every member of Faculty will be observed in their teaching at least once a year.

For any members with limited teaching experience at Level 6 or above (typically Assistant Lecturers/curriculum advisers), class observation will occur in the first term of teaching.

In order to support the teaching of research supervisions (typically final year and Masters dissertations) all staff delivering such teaching will be observed in the first year in which they deliver research supervisions.

Matters arising from the class observations and anonymised data that relates to changes to programme design and delivery will be recorded in the Annual Programme Monitoring Report and noted in any application for major modifications to the programme (see [Programme Design, Development, Monitoring and Evaluation Procedures](#)).

Peer review via class observation will feed into annual performance management discussions.

A summary of the matters arising from the class observation process in relation to staff development and pedagogical practice will be included in the Annual Report on the Pedagogical Effectiveness of Staff and/or the Annual Report on Staff Development (as set out in the [Quality Framework](#) and the [Programme Design, Development, Monitoring and Evaluation Procedures](#)).

This policy will be reviewed at least annually and more frequently in the early stages of the delivery of the programme.

5 Academic Performance Management Policy

Introduction & benchmarks

LIS uses a holistic approach to performance management.

Performance Management is used as a tool to encourage development, celebrate successes, recognise difference and ensure quality across the organisation.

Objectives are used to offer opportunities for development rather than to be deployed punitively.

The Academic Performance Management Policy aligns with the School's Academic Career Development framework and the Staff Handbook.

Frequency and scope

The staff member's line manager will conduct an appraisal on at least an annual basis.

All faculty members will be appraised.

Model

In line with the School's Academic Career Development Framework, performance is approached through three major categories.

On an annual basis, it is typically expected that 1-2 objective(s) will be set per category although discretion may be exercised as appropriate.

1. Teaching, Learning & Assessment	<p>This covers all activities which support student learning, including</p> <ul style="list-style-type: none"> · Establishing new modules and programmes; · Curriculum development and learning design; · Developing teaching and learning materials; · Personal tutoring; · Delivering teaching and learning; · Assessment. <p>It also covers the contribution of knowledge and innovative approaches to improve teaching, learning and assessment, and leadership in education</p>
2. Knowledge Development and Transfer	<p>This covers all aspects of the creation, application and dissemination of new knowledge, whether it relates to a subject specialism, interdisciplinarity, and whether dissemination is amongst the academic or business community. It incorporates any impact of applied knowledge on an external organisation (e.g., improvements in working practices, development of Minimal Viable Tests).</p>

3. Institutional Citizenship	This covers any activities which contribute to the effective operation and governance of the School, and the promotion of positive collegial behaviour across the School. It includes membership of governance committees, leadership of major initiatives, mentorship within the School, and raising the profile of the School.
-------------------------------------	--

Appraisal form and process

Sections A-B are filled out by staff members prior to meeting

Section C-D are filled out by staff and the appraiser during the meeting

Section F is filled out by the appraiser after the meeting.

The form is then returned to the staff member for approval and sent to the Faculty Administrator to be placed on record.

Should there be disagreement between the member of staff and Appraiser, the member of staff should be invited to present their views on a separate sheet, which should be signed and dated by the individual and attached to the Performance Development Review Form.

Appraisal Review Form

Section A: About You

(To be completed prior to meeting)

Name	
------	--

Reviewer	
Review Period and Date of Meeting	

Section B: The Last 12 Months

(To be completed prior to meeting)

Area	Key objective(s)	How did you do: any successes?	Any areas for development?
Teaching, Learning and Assessment			
Knowledge Development and Transfer			
Institutional Citizenship			

Section C: The Next 12 Months

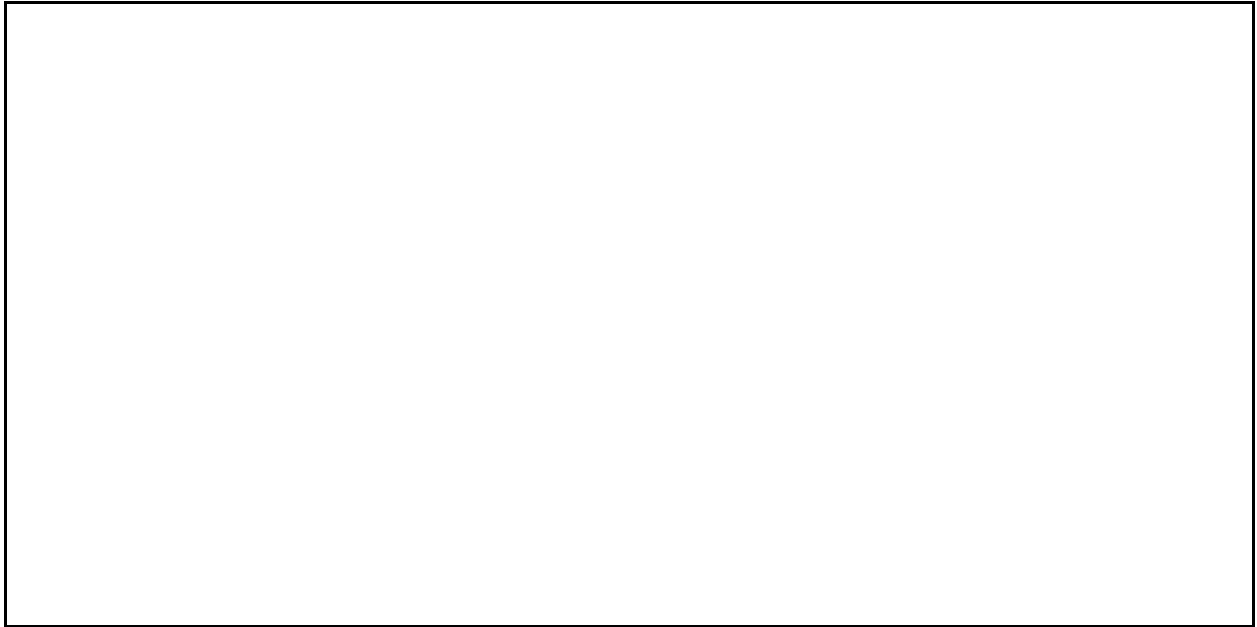
(To be discussed and filled out at the meeting)

	Objective(s) or duties	How will success be measured/what does good look like?	What development activities or support would help ensure success?
Teaching, Learning and Assessment			
Knowledge Development and Transfer			
Institutional Citizenship			

Section D: What are your longer term aspirations?

What can you - and the School - do in the next 12 months to help you achieve them?

(To be discussed and filled out at the meeting)

A large, empty rectangular box with a thin black border, intended for notes or discussion during a meeting.

Section F:

(To be filled out after the meeting)

We agree that the above represents a fair and accurate record of the outcomes of the review meeting.[1]

Signed.....Date.....(Member of staff)

Signed.....Date.....(Reviewer)

[1] Should there be disagreement between the member of staff and Reviewer, the member of staff should be invited to present their views on a separate sheet, which should be signed and dated by the individual and attached to the Performance Development Review Form.

6. Academic Promotion

Academic Promotions will be considered twice a year, in Autumn and in Summer.

Where a faculty member wishes to be considered for a promotion (e.g., from Assistant Professor to Associate Professor), the faculty member must provide evidence that they have delivered on the core activities of the Academic Careers Framework as it applies to their current role, as well as evidence of any stretch activities delivered. They must also provide evidence of how they already delivering against the core activities of the role for which they are applying. They must submit this evidence to the Director of Teaching and Learning for consideration.

All applications will be considered against the Academic Careers Framework by a Consideration panel including the Director of Teaching and Learning and Chief Executive. The table below sets out the required number of external academics for respective decisions.

Position	Number of externals
Assistant Professor	0
Associate Professor	1
Full Professor	2

Once a decision has been made, a letter containing the outcome and reasons for the outcome will be returned by the Consideration Panel to the faculty member and sent to the Faculty Administrator to be placed on record.

Should there be disagreement between the member of staff and Consideration Panel, the member of staff should be invited to present their views on a separate sheet, which should be signed and dated by the individual and submitted to the Director of Teaching and Learning and the Faculty Administrator to be placed on record.

An academic may apply for promotion once in an academic year.

There will be no right of appeal. Unsuccessful applicants will be able to re-apply in the next academic year.

LIS reserves the right to make a discretionary promotion in urgent circumstances.

7 Academic Induction Policy

Introduction and benchmarking

The induction and effective performance of faculty teaching staff is of prime importance to the School.

The LIS Academic Induction Policy follows sector best practice. Benchmarks include, but are not limited to, [Imperial College](#) and [Kent University](#).

Process

Accountability

Academic staff induction is led by their line manager.

Line managers are accountable for ensuring that inductions are effective and for liaising with other members of School staff to ensure that all aspects of the induction are complete.

First meeting

At the first meeting, the manager covers a range of topics including but not limited to:

- What is required of their role;
- How this role fits with department and School aims and objectives;
- What is expected from the new joiner within their first months of starting, including the setting of Objectives and Key Results (if appropriate) and expectations in relation to living the values of LIS;
- Which specific School policies and Procedures will govern Academic faculty;
- Specific development needs identified at the recruitment stage and a plan (including training, coaching) to meet these needs to enable an individual to succeed in their role.

Mandatory generic training

Mandatory training can take place one-to-one or in a group setting and will include

Area	Accountable role holder
------	-------------------------

Safeguarding & Prevent Duty	Designated Safeguarding Officer
Health & Safety	Director of Student Experience
Data Protection	Registrar
Unconscious bias	Head of Student Support
CMA Compliance	Registrar

Teaching and Learning Induction

Area	Accountable role holder
Teaching induction including Problem-based Learning	Director of Teaching and Learning (or nominee)
Assessment strategy and protocols	Director of Teaching and Learning (or nominee)

Staff involved in the admissions process will also receive training on the admissions regulations and interviewing skills before the admissions cycle begins. This training will be coordinated by the Head of Admissions.

Contracting

As set out in the [Staff Handbook](#), contracting is completed by any LIS new team member within one month of joining. It is a process that should take place between the new joiner and their line manager, as well as any other staff member the new joiner will be working closely with in their role (e.g., peers, direct reports).

Contracting is a conversation; it can be conducted either one-to-one, or as a team. Its purpose is to start an honest dialogue between co-workers on working approaches and preferences, and potential conflicts or problems. It gives permission to have open, valuable conversations about working together, and is the bedrock of the School's approach to live, ongoing feedback. The format of the discussion is as follows:

- What each one Offers (e.g., “Commitment to high standards”)
- What each one Wants (e.g., “Flexibility of working and to be trusted”)
- Potential Sabotages (e.g., “Poor communication when stressed”)

Contracting should be re-undertaken on an annual basis, or more frequently where required (e.g., change in personal circumstances/ working relationships).

Probation

As set out in the Staff Handbook, all new employees of LIS will undergo a probationary period during which they will be introduced to the main duties and responsibilities of their post, the performance standards expected of them, the colleagues with whom they will be working, and the context of their work. Probationary periods are normally three months, and during this time, a new employee’s line manager will undertake regular progress reviews with them. Employment may be terminated during the probationary period at any time by either party giving to the other one week’s prior notice in writing. During the probationary period, performance and suitability for continued employment is monitored.

Following successful completion of a probationary period, any concerns, unsatisfactory performance, misconduct or sickness or other absence will be dealt with under the relevant LIS Policy and Procedure, e.g., Management of Underperformance, Grievance, Disciplinary, Sickness Absence. These Policies and Procedures are in the Staff Handbook.

8 Faculty Recruitment

Introduction

Recruitment for permanent lecturer roles at LIS is highly competitive.

LIS holds an international sponsor licence which enables the organisation to recruit from a global field.

This document outlines Faculty recruitment processes for:

- (i) Permanent faculty positions
- (ii) Visiting and Guest positions

Permanent positions

Process

1. Open Advertisement with job description.

Posts are typically advertised on a range of platforms and media to garner a competitive field of applicants.

2. Longlisting

Following detailed analysis of candidates' CVs and LIS requirements, a longlist is constructed.

3. Shortlisting

A shortlist of candidates is developed, typically with a pre-interview task such as an online video showcasing the candidate's teaching skills.

4. Interview

Interviews of shortlisted candidates are carried out by a senior panel often including the Director of Teaching and Learning, CEO and Registrar.

Interviews can be multi-stage and can, if required, integrate an additional activity such as a mock lecture to students or group exercise.

The interview will follow and be marked against a pre-agreed rubric.

5. Offer and contracting

Following a successful interview, an offer will be made to a candidate. Should the candidate accept, the Faculty induction process will commence.

Visiting and Guest positions

Introduction

Visiting and Guest Lecturers will contribute to LIS teaching and will have a reputation in their relevant field of expertise/teaching. The Module Leader or Programme Director will be responsible for ensuring that they receive appropriate induction and briefing regarding their role and the relevant module and programme.

Visiting Lecturers will have LIS fixed term contracts and be on the LIS payroll. Appointments will be where there is sustained engagement over a module, term or across multiple years. The length of an appointment will reflect the period of the planned contribution to teaching up to a maximum of three years. Appointments may be considered for renewal where the contribution is ongoing.

Guest Lecturers will be temporary appointments and will typically reflect the provision of individual sessions. Appointments will not typically be renewed. Guest Lecturers are not directly involved in the assessment of students.

Process

There are two paths for recruiting Visiting and Guest positions:

- (i) open advertisement route;
- (ii) recommendation route.

The process for an open advertisement post follows that set out for a permanent lecturer.

The recommendation route is set out below.

1. Recommendation including quality checklist

The Director of Teaching and Learning or a Programme Director can make a recommendation for a Visiting Lecturer.

If a Visiting Lecturer is expected to teach modules on LIS programmes, the following process will apply.

The proposer will send the CV and a recommendation outlining the modules that the Visiting Lecturer will be expected to teach and information on the following:

- (a) Has the lecturer taught at the level required for their prospective modules?
- (b) Does the lecturer have a degree higher than the level they will be teaching?
- (c) Does the lecturer have an understanding of the UK HE sector including the FHEQ?
- (d) Is the lecturer willing to take part in Faculty training/development sessions?
- (e) Does the lecturer require additional support or development opportunities?
- (f) Does the proposed lecturer have the right to work in the UK?

2. Quality and resource check

The proposer will send the recommendation to a panel consisting of: (i) the Director of Teaching and Learning; (ii) the Registrar (or nominee), (iii) the Faculty Manager.

The meeting will determine the resourcing implications and suitability of the hire.

3. Interview

Should the check be successful, an interview will be held in order to test the candidate's teaching proficiency.

Candidate's will be marked against a pre-agreed rubric.

At the interview, the interviewee will determine whether any additional support or development opportunities need to be put into place.

4. Contracting

The outcome of the meeting will be communicated to the Director of Strategy and People and Finance Department and a contract will be issued to the Visiting Lecturer.

The contracts of Visiting Lecturers will typically expect attendance at Faculty training events but will not include a specified fractionality for research/scholarship activities. As such, it is expected that the independent activities of the Visiting Lecturer will ensure that they remain at the forefront of their respective disciplines.

Guest lecturers can be invited to Faculty development events but there is no requirement to participate.

Name of policy/procedure:	Academic Community Development Framework
Document owner:	Prof. Carl Gombrich, Director of Teaching and Learning
Date Originally Created:	10/2019
Last reviewed:	06/2023
Reviewed by:	Michael Englard (Registrar)
Audited by:	Academic Council (Academic Community Development Framework) Regulatory Working Group
Date of Audit:	16/03/2020 – approved 17/09/21 – approved 09/02/23

<p>Related documents:</p> <p>(eg associated forms, underpinning processes, related policies or overarching policies)</p>	<p>Programme Design, Development, Monitoring and Evaluation Procedures</p> <p>Staff Handbook</p> <p>Quality Framework</p> <p>Security of Examinations and Assessments Procedure</p> <p>Other Academic Regulations</p> <p>Admissions Decision Committee: Membership and Terms of Reference</p>
---	---