

## Academic Career Pathway Indicative Performance Levels

### Note:

Indicative Performance Levels have been calculated on a Full Time Equivalent basis. To ensure transparency, consistency and inclusivity, expectations must be realistic with regards to quantity of output. For those working on a part-time contract these levels must be calculated pro-rata. Staff that have individual circumstances should also have the opportunity to share the impact of these on their activity.

### APPENDIX A – RESEARCH

#### 1. Research Outputs

A rolling 5-year total number of publications with a recorded star rating.  
The year is defined as a calendar year, i.e. 1<sup>st</sup> January to 31<sup>st</sup> December.

Please note that at present, publications shown within the PDR are only those that are:

- i. Recorded on the University Research Information System (RIS) and
- ii. Have been assessed through REF 2014 and subsequent mini-REF exercise(s)

Indicative levels are as follows:

#### Core Research

Number of publications
2 x publications of quality

#### Enhanced Research

Role	Number of publications
Lecturer	4 x 3*
Senior Lecturer	4 x 3*
Associate Professor	3 x 3* 1 x 4*
Professor	2 x 3* 2 x 4*

*Please note that where it has been confirmed that a paper will be/has been submitted to REF as a double weighted publication, this will be counted as two*

## 2. Grant Income

A 5-year rolling average of the value of the grant income awarded.

The year is defined as the academic year, i.e. 1<sup>st</sup> August to 31<sup>st</sup> July. The recording period is 1<sup>st</sup> August 2013 to 31<sup>st</sup> July 2018.

### How is this calculated?

Indicative performance levels are arrived at by identifying the range between the respective quartiles of the following datasets for each department;

- i. The 2014/15 Research Income in the HESA Finance Return for the institutions in the University Benchmark Group (UBG), for each subject
- ii. 3 year average of Swansea University (SU) Research Income at department level

### Indicative levels are as follows:

#### Core Research

No indicative level for grant income obtained. One application for resources relevant to the area per year such as those indicated in the ACP criteria.
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#### Enhanced Research

Role	Grant income
Lecturer	No indicative level for grant income obtained. Applications for research grants as Co-Investigator. At least one award within 3 years.
Senior Lecturer	The award should be between the SU Lower Quartile and UBG Lower Quartile for PI and/or Col activity (as illustrated in the metrics below).
Associate Professor	The award should be between the SU Median and the UBG Median for PI activity only (as illustrated in the metrics below).
Professor	The award should be between the SU Upper Quartile and the UBG Upper Quartile for PI activity only (as illustrated in the metrics below).

University Benchmark Group	
University Data	

**Note:** The indicative grant income is the total grant amount over the last 5 years, divided by 5 to give the annual average amount as shown in the table below.

		Professor		Associate Professor		Senior Lecturer	
		UQ		Med		LQ	
Grant Income ACP 2016		Swansea	UBG	Swansea	UBG	Swansea	UBG
Engineering	Engineering	141	124	57	107	22	81
	Sports Science	64	37	23	16	18	15
Science	Mathematics	5	39	2	30	1	22
	Computer Science	166	86	37	73	3	46
	Physics	156	177	18	129	4	95
	Geography	82	51	32	35	9	24
	Biosciences	46	121	15	80	9	69
Medicine	Medicine	231	169	78	143	7	83
Human and Health Science	Health Science	87	37	13	29	2	27
	Psychology	29	74	18	51	8	30
	Social Work and Social Care	180	46	41	38	16	15
Arts and Humanities	History	31	22	7	13	1	7
	Classics	49	30	26	8	3	4
	English Literature & Creative Writing	4	12	0.4	7	0.2	3
	English Language	4	12	0.4	7	0.2	3
	Modern Languages	7	21	2	6	1	4
	Department of Media Studies	7	13	4	4	0.3	1
	Political and Cultural Studies	72	23	17	16	2	6
	Department of Welsh	29	21	15	6	0	4
Law	Law	6	10	2	7	0.9	2
	Criminology	40	46	37	38	33	15
Management	Accounting and Finance	48	12	26	8	3	5
	Business	5	12	4	8	3	5
	Economics	57	15	50	8	39	3

Uses HESA 2014-15 data and internal data 2012-13 to 2014-15 (includes ERDF and ESF funding)

### 3. PGR Supervision

This is the number of PGR students supervised during the academic year by first and second supervisor status.

**Indicative levels are as follows:**

#### Core Research

No indicative level for PGR supervision
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#### Enhanced Research

Role	PGR Supervision
Lecturer	No indicative level for PGR supervision as a first or second supervisor. Part of a supervisory team of a current PGR student.
Senior Lecturer	At least 1 current student as first or second supervisor, as part of a record of PGR supervision and completion, including PhD
Associate Professor	Successful completion of at least 1 PGR student as first supervisor within a 5 year period and typically acting as first supervisor for at least 1 student per year, as part of a sustained record of postgraduate research student supervision and completion (including PhD).
Professor	Successful completion of at least 2 PGR students as first supervisor within a 5 year period and typically acting as first supervisor for at least 2 students per year, as part of an extensive and sustained record of successful postgraduate research student supervision and completion (including PhD).

## APPENDIX B – TEACHING & SCHOLARSHIP

### Module Evaluation

The average score of responses across all modules coordinated or taught for the module feedback questions:

1. Feedback on my work so far has helped to improve my learning
2. Overall, I am satisfied with the quality of the module
3. Overall I am satisfied with my experience of this lecturers teaching on this module

### How is this calculated?

The indicative performance levels are calculated by analysing the distribution of the score for the questions for each employee role in the most recent survey. Quartile data was chosen to inform the minimum levels.

### Indicative levels are as follows:

#### Core Teaching

ACP 2016	
Module Evaluation Questions	Lower Quartile (25%)
1. Feedback on my work so far has helped to improve my learning	3.8
2. Overall, I am satisfied with the quality of the module	3.9
3. Overall I am satisfied with my experience of this lecturers teaching on this module	4.0

*Uses Internal 2015-16 data*

#### Enhanced Teaching & Scholarship

ACP 2016	Professor	Associate Professor	Senior Lecturer	Lecturer
Module Evaluation Questions	Upper Quartile (75%)	Median Quartile (50%)	35 percentile (35%)	Lower Quartile (25%)
1. Feedback on my work so far has helped to improve my learning	4.5	4.1	4.0	3.8
2. Overall, I am satisfied with the quality of the module	4.7	4.3	4.0	3.9
3. Overall I am satisfied with my experience of this lecturers teaching on this module	4.8	4.5	4.2	4.0

*Uses Internal 2015-16 data*

**Note:** the 35<sup>th</sup> percentile is between the lower quartile (25%) and the median (50%).

## APPENDIX C – HEA

Indicative levels are as follows:

### Core Teaching

**Holding or actively working towards and obtaining HEA Fellowship**

**There are two routes for obtaining HEA Fellowship.**

**“Actively working towards HEA Fellowship” is recorded as either of the following:**

**i. For the PG Certificate in Higher Education route:**

A person is considered to be working towards Fellowship if he/she has:

- Overall Pass for module SL-M01
- At least 2 Components above the Pass Mark for module SL-M02

**ii. For the Accreditation route:**

A person is considered to be working towards Fellowship<sup>[1]</sup> if he/she has passed the previously mandatory Blackboard Quiz about the UKPSF and Fellowship.

OR

Completed the activities of the SALT Online Learning Object (2018/19 session) regarding HEA Fellowship and the UKPSF.

**Note:**

Please note that if you commenced the application process prior to the introduction of the mandatory programme of support in September 2016, you may have been exempted the Quiz. Colleagues exempted from the Quiz who do not successfully gain Fellowship recognition within the 2017/18 academic year may be required to take the quiz or elements of the mandatory support programme to ensure that they are up to date with current guidelines and application processes.

There is a programme of support designed to provide the best support possible for submitting an application to your chosen deadline. Further information is available here: <https://salt.swan.ac.uk/routes-to-fellowship/>

### Enhanced Teaching

Role	HEA
Lecturer	<b>Fellowship of HEA or equivalent.</b>
Senior Lecturer	<b>Fellowship of HEA or equivalent.</b>
Associate Professor	<b>Senior Fellow of the HEA, or equivalent or nominated for National Teaching Fellowship.</b>
Professor	<b>National recognition for excellent teaching/strategic impact for example as Principal Fellow of the HEA or a National Teaching Fellowship, or shortlisted for National Teaching Fellowship</b>

<sup>[1]</sup> The Term ‘Fellowship’ means all categories of Fellowship supported by the SAR route – Associate, Fellow or Senior Fellow