

## ACADEMIC PROBATION FRAMEWORK

1. As outlined in section 4 of the Academic Probationary Procedure, probationary objectives should be set which are aligned to the Academic Probation Framework outlined below.
2. Probationary Lecturers are required to demonstrate success against each criterion in the Academic Probation Framework references relevant to their contract classification. This is applicable to full time and part time employees.
3. When setting objectives, it is important that there is a discussion between the Probationary Lecturer and their Head of School/line manager to ensure the objectives are reflecting the Academic Probation Framework and that there is consideration given to the type of evidence that may be provided.
4. Against each of the Academic Probation Framework criteria there are a number of examples of evidence you could provide to demonstrate you have met the expected standards of performance. This list is not exhaustive and there may be other examples which are relevant. You should aim to pick at least 1 or 2 examples against each of the criteria and demonstrate how you have been meeting this in a consistent manner during the 3 year probationary period.

For example, an objective in relation to Academic Citizenship (C1) could be:

*Demonstrate your contribution to successful programmes of Open days and student recruitment activities over the course of your probationary period (Year 1, Year 2 and Year 3).*

5. It is also recognised that many new Lecturers will not have a teaching qualification on appointment and will therefore be enrolled on the [Academic Practice Programme \(APP\)](#) at the start of their probation period. This will be to enable probationary Lecturers to become a Fellow of the Higher Education Academy (HEA) by the end of their probationary period. Work you are undertaking on the APP will therefore be recognised as evidence to support objectives set against the Teaching and Learning Criteria.

# ACADEMIC CITIZENSHIP AND EMERGING LEADERSHIP CRITERIA

## Probationary lecturer

Criteria (definitions in italics)		Examples of evidence could include:
C1 Essential (All)	<p>Academic citizenship</p> <p><i>Demonstration of personal commitment towards the successful development of the University and its communities, and of a commitment to our values for working together and professional behaviours. Taking a share of the many and varied activities that we carry out together at University, School and Department level, that are essential to our academic success.</i></p>	<ul style="list-style-type: none"> <li>• Examples of good practice taken from the University's "<a href="#">Values for Working Together and Professional Behaviours</a>" document.</li> <li>• Constructive and active contributions to School/University life.</li> <li>• Contributing to successful programmes of Open Day, Visit days, welcome week and student recruitment activities.</li> <li>• Active involvement in widening participation and outreach activities.</li> <li>• A share in volunteering for necessary one-off duties.</li> <li>• Assiduous performance of personal tutor duties.</li> <li>• Active involvement in University staff network groups, e.g. Women@Reading, LGBT Plus.</li> <li>• Contributing to work towards achieving School and University diversity and inclusion and/or sustainability targets.</li> <li>• Effective contributions to administrative roles within Schools or the wider University.</li> <li>• Panel member, or other contribution, in recruitment and induction of new staff members.</li> </ul>
C2 Essential (All)	<p>Continuing professional development to ensure working practice is up to date.</p> <p><i>In addition to expectations of engagement with the Academic Practice Programme, it is expected that probationary staff will engage with other professional development activities. Evidence of reflection on these activities is required, with some of this reflection explicitly included in the probation case. We expect that professional development will usually be achieved through a combination of undertaking new activities and roles; and of self-development.</i></p>	<ul style="list-style-type: none"> <li>• Personal training record, this coupled to reflection on impacts that training has had on your working practice.</li> <li>• A record of significant conferences/workshops, etc. attended since joining the University, and reflection on how these may have shaped your subsequent work and future plans.</li> <li>• Details of your own contributions to support the professional development of other colleagues in the University and/or externally, for example through mentoring activities, etc.</li> <li>• An account of activities/roles that you have undertaken which have contributed to your professional development, with an explanation of/reflection on the associated development that has taken place e.g attending training courses, seminars, conferences, and/or through personal study and reading and providing a brief explanation in the submission of how these activities have contributed to your professional development and/or inform your working practices. These activities should reflect development in teaching expertise as well as research/scholarship.</li> </ul>

<p>C3 Essential (All)</p>	<p>Developing academic leadership</p> <p><i>This interpreted broadly to include leadership within your departments or Schools, or leadership associated to your discipline (this latter may be exhibited largely through externally-focussed activities, or through activities locally at Reading). We interpret leadership to include leadership within disciplines and of groups of staff and/or research students/teaching assistants); leadership of activities; leadership by example in a variety of external engagement activities; leadership through active membership of groups within the University or externally that are responsible for significant activities or developments. We expect that leadership will largely be discipline focused, with evidence of a developing leadership contribution within the School/University</i></p>	<ul style="list-style-type: none"> <li>• Leadership by example in external engagement, this interpreted broadly to include: external presentations of various sorts (at academic conferences, to external partners, to lay audiences, as part of schools outreach); the nurturing and development of external relationships important to the School or University.</li> <li>• Contributing to peer review of academic publications or grant proposals.</li> <li>• Contributions to initiatives to achieve external engagement from research, and/or impact beyond academia.</li> <li>• Organisation of conferences, workshops or external roles such as local School Governor etc.</li> <li>• Shaping the discipline within the University.</li> <li>• Contributing to the organisation and running of professional associations or learned societies nationally or internationally.</li> <li>• Robust financial management of Project/Grant budgets in line with University strategy.</li> <li>• Contribution to widening participation and outreach activities.</li> <li>• Actively supporting the diversity and inclusion agenda.</li> <li>• Engagement with University staff network groups, e.g. Women@Reading, LGBT Plus.</li> <li>• Taking responsibility for Health and Safety issues centred on own activities.</li> <li>• Representing the School in working constructively with other parts of the University and/or external organisations</li> <li>• Spending time developing students and/or staff, for example through mentoring, line management, and/or leading research groups.</li> <li>• Constructive and active contributions to School/University committees and working groups.</li> </ul>
-----------------------------------	---	---

# TEACHING AND LEARNING CRITERIA

## Probationary lecturer

	Criteria	Examples of evidence could include:
T1 Essential (T&R, TI)	Established a record of good teaching and learning practice	<ul style="list-style-type: none"> <li>• Positive student module or programme evaluation</li> <li>• Positive student feedback</li> <li>• Positive feedback from student experience surveys</li> <li>• A record of good levels of student progression/completion/attainment</li> <li>• Successful outcomes of supervision of UG and/or PG projects</li> <li>• Evidence of planned interventions to lead to improvements in student attainment</li> <li>• Positive feedback from peer review of teaching</li> <li>• Positive feedback from External Examiners</li> <li>• Nomination for, or award of, RUSU excellence award</li> <li>• Discipline/subject/School awards for T&amp;L</li> <li>• Positive comments from Periodic Review</li> <li>• Use of innovative teaching approaches or pedagogies e.g. TEL, Team-Based Learning, Enquiry Based Learning, Research-enhanced teaching</li> <li>• Evidence of sharing good teaching and learning practices with others</li> <li>• Demonstrable support for student learning and the student experience, such as organisation of Week 6 activities for students</li> </ul>
T2 Essential (T&R, TI)	An effective contribution to Teaching and Learning at disciplinary, interdisciplinary, School and/or University level.	<ul style="list-style-type: none"> <li>• Positive contribution to modules and/or programmes</li> <li>• Effective module co-ordination</li> <li>• Developing contributions to curriculum development/delivery and/or assessment</li> <li>• Contribution to specific innovations in curriculum design/planning and/or delivery</li> <li>• Contribution to interdisciplinary initiatives at School/University levels (e.g. in Working Groups)</li> <li>• Contributions to teaching collaboration between University of Reading and University of Reading Malaysia and with partner institutions, in UK or internationally.</li> <li>• Evidence of successful collaboration with students in curriculum development projects</li> <li>• Promotion of initiatives to support specific groups of students, e.g. mature students, international students, PGT students, PGR students</li> <li>• Programme leadership</li> </ul>

T3 Essential (TI)	Developing engagement with the teaching strategy of the Department, School or University.	<p>Engagement with any of the following:</p> <ul style="list-style-type: none"> <li>• The School or University internationalisation/globalisation strategy e.g. through recruitment of international students, globalising curricula, contribution to off-shore teaching and/or programme development, involvement with ERASMUS, student mobility, The School or University employability initiatives e.g. through provision of placements, links with industry/employers, development of employment/placement focused modules</li> <li>• Interventions which have had a demonstrable positive e.g. increasing student engagement, attainment and/or progression, improving student retention, improved student satisfaction scores</li> <li>• The School and/or University activities which aim to widen participation and/or promote access e.g. outreach activities</li> <li>• The School and/or University TEL strategy and vision e.g. through contribution to MOOCs, e-assessment and/or feedback</li> <li>• The School or University activities which aim to promote diversity and inclusion e.g. through diversification of curricula content or delivery</li> </ul>
T4 Essential (TI)	Developing engagement with professional development activities in T&L at disciplinary/interdisciplinary/School level	<ul style="list-style-type: none"> <li>• Engagement with dissemination of T&amp;L practices across the School and/or discipline and/or University, e.g. T&amp;L Showcases, T&amp;L Exchange</li> <li>• Contributions to T&amp;L webpages, blogs, social media</li> <li>• Publications about T&amp;L in recognised journals/edited collections</li> <li>• Publication and dissemination of T&amp;L case studies</li> </ul>
T5 Essential (TI)	Developing a contribution to the management and coordination of T&L related activities in Schools	<p>Effectively undertaking representational and/or liaison roles for example:</p> <ul style="list-style-type: none"> <li>• T&amp;L communications</li> <li>• Library liaison</li> <li>• Inter-School or departmental liaison (e.g. in the delivery of joint programmes)</li> <li>• Industry/employer liaison</li> <li>• Positive contribution to student staff liaison committees</li> <li>• Contribution to quality assurance in School e.g. Periodic Review, Accreditation</li> <li>• Student engagement activities</li> <li>• Member of committees</li> </ul>

# RESEARCH CRITERIA

## Probationary Lecturers

Criteria		Examples of evidence could include:
R1 Essential (T&R)	Developing an independent research profile at the University of Reading.	<ul style="list-style-type: none"> <li>• Developing publication of outputs from independent research undertaken since appointment.</li> <li>• New research collaborations (internal and external). Engagement with research centres and institutes.</li> <li>• Gaining independent funding for research (including PGR funding).</li> </ul>
R2 Essential (T&R)	Emerging record of research of at least national standing, built on high quality research outputs.	<ul style="list-style-type: none"> <li>• Several outputs, including outputs of 3* quality, published during the probationary period. Outputs include publications or recognised equivalent for the discipline, e.g. exhibitions or performances, including outputs based on PhD research.</li> </ul>
R3 Essential (T&R)	Emerging record of engaging with external research funding, as appropriate to the discipline.	<ul style="list-style-type: none"> <li>• Writing and submission of good quality and competitive bids for research funding including external grants,</li> <li>• PGR funding</li> <li>• Exhibition funding</li> <li>• Time at National Facilities and Institutes</li> <li>• Individual fellowship funding</li> <li>• External funding awards</li> </ul>
R4 Essential (RI)	External esteem for research with a developing national and/or international profile.	<ul style="list-style-type: none"> <li>• Submissions and evidence of speaking at national or international events/conferences</li> <li>• Reviewing for leading journals/publishers</li> <li>• Active engagement with research-related committees, research councils, or professional or learned societies</li> <li>• Acting as a reviewer or assessor for significant bodies (major funders, leading journals). Organising panels at major conferences</li> </ul>
R5 Essential (RI)	Engagement with PhD student training and supervision, as Principal or Co-supervisor, or panel member.	<ul style="list-style-type: none"> <li>• Details of PhD student supervision undertaken</li> <li>• Involvement in the delivery of PhD student training, supporting PhD development activities (e.g. PGR conferences, journals).</li> </ul>

R6 Essential (RI)	Emerging track record of engagement with the public and/or the end-users of research; dissemination of research across the University and beyond to develop impact.	<ul style="list-style-type: none"> <li>• Delivery of public lectures, engagement with the media, involvement in public events, use of blogs and other social media to communicate research.</li> <li>• Leading research seminars, public lectures. Engaging with industry, third sector, public policy and end-users to develop research impact.</li> </ul>
-------------------------	---	---