

## Academic Career Pathways Role Descriptors

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## Academic Career Pathways

The Academic Career Pathway orientations reflect the importance of Teaching, Research and Knowledge Exchange and encourage parity of esteem across the 3 pathways. Their structure reflects the future landscape of higher education, with knowledge exchange and teaching becoming more prominent alongside research in both external metrics and UAL's own priorities, as reflected in the new Academic Strategy.

The intention of the Pathways is to better encourage, support and recognise the particular contributions that our individual academic staff make to UAL; to enable parity in progression and reward in recognition of these contributions; and to enable individuals to focus on different orientations in their professional development and practice during different periods of their career.

The academic career pathways all engage with our broad range of subject and discipline specialisms, the professional, creative and academic contexts in which they operate, and the diverse methodologies and approaches of our staff. Whilst their structures are porous and overlapping, reflecting our complex and interdependent academic culture, they also allow for the specific focus and / or direction of staff activity in terms of its contribution to pedagogic, research or knowledge exchange agendas, both internally and externally.

The ACP structures and mechanisms are designed to enable and facilitate creative, professional and career development within and across areas of activity, and to facilitate mutual support, collaboration and exchange. The choice of a particular direction allows staff to be part of a community of peers with the same orientation from different subject specialisms and creative and critical disciplines. The pathways offer the opportunity for

career development along a particular trajectory, or the chance to plan for, and access, specific support and staff development to change orientation and move pathways over time.

The descriptors below outline many of the possible forms each pathway might take. Members of staff are only expected to undertake some of them and will, equally, expect to develop over time towards more ambitious activities and to higher levels as they become more experienced.

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## Our Academic Culture

UAL is an institution that prides itself on the values of creativity and criticality and fosters a holistic academic culture that facilitates:

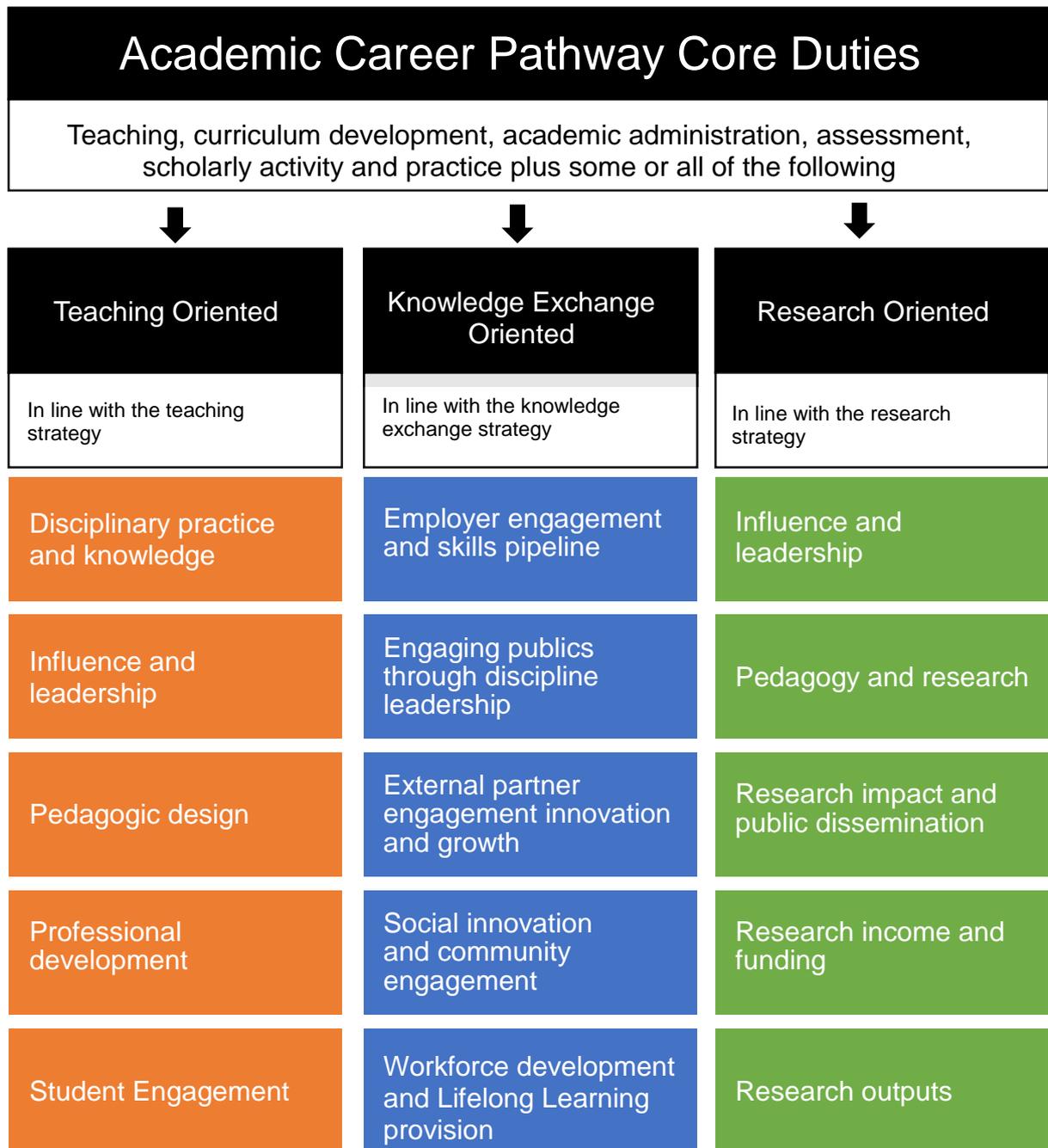
- Practice and Pedagogy
- Research and Development
- Dissemination and Exchange
- Cooperation and Collaboration

Underpinning our academic culture is an understanding of the particular role that creative, critical intellectual and professional practice plays in informing teaching, research and knowledge exchange at UAL. It is the agency of these practices that makes us distinctive as a university, and which is embedded in the vision and structures of the Academic Career Pathways which recognise the dependencies and opportunities across the different orientations.

Almost all of our academic staff have teaching at the core of their academic duties. Their pathway orientation is likely to reflect the type of activities that help to inform and develop their teaching, but they will often draw on approaches common to other pathways, as well as in their own creative, critical or professional practice. Academics are often involved with elements of all three pathways; the emphasis / balance may change over time and according to the academic's career at any one point. As a result, changes to pathways are encouraged for those who would like to shift direction.

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# Academic Career Pathway Orientations



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## Teaching Descriptors

Exceptional teaching is at the heart of our ambition to be an internationally renowned institution for creative arts education. At UAL, students' learning will be developed and enhanced by creative teaching, enriched by research, practice, scholarship and engagement with culture, industry and society. We are committed to making these relationships and their achievements more visible within and across UAL, and in the wider educational context.

The sections below outline some of the more specific areas of activity that staff with a Teaching orientation may be engaged in. They are arranged in alphabetical order and are not linked to particular roles or grades.

### A. Disciplinary & Practice Knowledge

- Passionate and enthusiastic about the subject matter and disciplinary modes of enquiry. Continuously develop creative, critical, philosophical or professional practices, and how to teach them
- Share knowledge, expertise and currency in your disciplinary, technical, creative and/or professional field
- Reflect critically on your expertise and experience in creative and professional practice, industry and research contexts to enhance students' learning
- Investigate ways to encourage students to have the confidence to challenge received knowledge, practices and orthodox ideas

### B. Influence & Leadership

- Initiate, support or lead learning communities of students, peers and/or professional networks
- Contribute to the wider community through teaching leadership roles, course validation, peer review or relevant committee service at an institutional, national or international level
- Engage in evaluation of and research in the discipline and its pedagogy from teaching projects, action research, seminar papers, grants, conference/workshop presentation and/or publication
- Make connections and promote productive exchange and disseminate pedagogic good practice within or between teams, disciplines, professional practice or specialisms

### C. Pedagogic Design

- Manage learning tasks and/or co-ordinate teaching teams effectively to promote learning using: studio, lecture, workshop, online, gallery, performance, library or other spaces on and off site
- Develop ways to challenge students to take risks and to respond to uncertainty and ambiguity in self-directed work and open-ended briefs through reflective enquiry and creative experimentation
- Incorporate a range of appropriate teaching and/or assessment methods, including opportunities for the use of new technologies, to support high impact and inclusive learning experiences with peers and tutors

#### D. Professional Development

- Use rigorous reflection, peer and self-evaluation to enhance teaching
- Feedback on teaching takes many forms and needs to be properly contextualised and informed by research; lecturers will use a rich mix of rigorous reflection, peer, student and self-evaluation to enhance teaching
- Employ approaches to teaching that are informed by pedagogic scholarship, creative and professional practice, industry developments and/or disciplinary research
- Advance the practice and its pedagogy at local and/or disciplinary level by engaging in creative, innovative or transformative educational practice
- Engage in your own and others' professional development and recognition including teaching qualifications, Higher Education Academy Fellowship and awards

#### E. Student engagement

- Committed to engendering a challenging learning experience
- Develop collaborative and cooperative experiences and activities to engage students as peers in learning
- support independent, self-regulated, enquiry-based and student-centred learning
- Respect and engage inclusively with issues of equality, diversity and different ways of learning

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## Knowledge Exchange Descriptors

In addition to the benefits they bring to our academic delivery and development, KE activities will forge stronger links with our professional, cultural, academic and industry partners in relation to both research and enterprise, generating significant positive outcomes and impacts for UAL, its constituent colleges, and/or third parties (for example in reputational, financial, educational, social, cultural or environmental terms). KE activities may leverage additional knowledge, innovation and external resources (income or in-kind) to help enhance the delivery of our academic mission. UAL is required to demonstrate the positive effects of KE, and we will need to be able to specify what these outcomes and impacts are, and how their achievements can be evidenced.

The sections below outline some of the more specific areas of activity that staff with a Knowledge Exchange orientation may be engaged in. They are arranged in alphabetical order and are not linked to particular roles or grades.

- A. Employer engagement, (employability, professional practice) & skills pipeline  
Initiating, designing and/or leading on the development and delivery of:
  - The organisation and management of placements, internships, professional experience and/or volunteering
  - Curriculum development in liaison with private, public or third sector partners and advisors
  - Student and graduate enterprise, professional practice and employability initiatives, particularly those that reinforce the Creative Attributes Framework
  
- B. Engaging publics through (creative/critical/professional practice and/or subject or) discipline leadership  
Initiating, designing and/or leading on the development and delivery of:
  - The production of work in public/industry domain: designs, artefacts, shows, exhibitions, performances, events, publications which demonstrate excellence in creative/critical/professional practice and/or subject leadership (where such work is not intended for REF submission)
  - Consultancy services to organisations from the private, public or third sector, based on academic areas of expertise
  - Undertaking secondments, exchanges, collaborative or co-development projects or placements with external organisations from the private, public or third sector, for the purposes of delivering a structured form of knowledge exchange activity, (via sabbaticals/staff development/organisational collaboration or co-operation, etc.)
  
- C. External (Public/Private/Third sector) partner engagement innovation and growth  
Initiating, designing and/or leading on the development and delivery of:
  - In-curriculum and extra-curricular projects that enable students and graduates to work on 'live projects', where the design, brief, and/or content of the project has been co-developed with a client or partner from the private, public or third sector
  - Funded or otherwise resourced and supported collaborative KE projects with partner organisations from the private, public or third sector, such as Knowledge Transfer Partnerships (KTPs)
  - Co-design, -development and -innovation projects in collaboration with external partners from the private, public or third sector, and/or that work with staff,

students and graduates to increase, extend and share knowledge more widely, including projects using 'open' methodologies and approaches

- The UAL provision of consultancy services to organisations from the private, public or third sector, based on academic areas of expertise (see section E for other forms of consultancy)
- Outcomes resulting from professional practice consultancy and expertise with external impact, for example in terms of policy and governance, charitable or cultural provision
- Start-up, growth and sustainability support to external businesses, charities and organisations, as part of wider University business and organisational support programmes, or externally resourced projects

#### D. Social and cultural innovation / community engagement

Initiating, designing and/or leading on the development and delivery of:

- Student, graduate and/or staff social, cultural and community engagement projects, which either address specific challenges faced by particular publics and communities, or which otherwise impact positively upon their environment and experiences, including:
  - Place-making for people, communities and culture
  - Tackling local issues and generating positive outcomes
  - Participation / Co-creation in cultural, social and educational activities and outcomes; places, spaces and artefacts; including the design and delivery of collaborative events for communities
  - Creating and sharing cultural capital
  - Social and Cultural Entrepreneurship

#### E. Workforce development / Lifelong Learning provision

Initiating, designing and/or leading on the development of:

- Credit-bearing executive education or other professional training provision, which draws on the input of industry partners/networks
- Alumni and graduate involvement in professional practice projects, and innovation and R&D collaborations with internal and external partners

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## Research Descriptors

Research is fundamental to the development of our disciplines and the growth, health and life of our academic culture. We all recognise that research at UAL needs an expansive definition that includes the wide variety of creative and critical practices developed across the university. “Research is defined as a process of investigation leading to new insights, effectively shared.” (REF 2021: Guidelines for Submission, p90) Research at UAL includes research conducted in and across all aspects of the practice, history and theory of the arts, performance, communication and design. In order to be effectively shared, the results of research activity need to be disseminated in the public realm, including through publication, digital and broadcast media, performance, exhibition, curation, and/or physical/digital production.

The sections below outline some of the more specific areas of activity that staff with a Research orientation may be engaged in. They are arranged in alphabetical order and are not linked to particular roles or grades.

### A. Influence and Leadership

This area covers both internal and external influence and leadership in research.

Evidence of this type of activity might include:

- Engagement with research councils/other funding bodies on peer review and other processes, including: grading of grant applications; formal evaluations of final grant reports; membership of working groups
- Membership and/or leadership of external research organisations such as subject associations, professional bodies, learned societies, conference committees, curatorial selection panels
- Membership of peer review groups for journals, conferences, other institutions’ REF panels
- Membership of college and/or university research committees/peer review groups/TECHNE Doctoral Training Partnership panel
- Membership of or affiliation with university institutes, research centres and/or college research hubs/groups

### B. Pedagogy and Research

This area covers the way that research engages with teaching at all levels. Evidence of this type of activity might include:

- Supervision of research students to completion.
- Mentoring of Early Career Researchers (ECRs)
- Initiation, development and/or organisation of both Post Graduate Research (PGR) and Post Graduate Taught (PGT) teaching and learning sessions
- Internal and external PhD examination, chairing internal PhD examinations.
- Research input into the curriculum through taught sessions and events

### C. Research Impact and Public Dissemination

This area covers the way that research has an external impact through its reach and significance and/or is disseminated to both academic and other audiences. In this context impact is defined by RCUK as:

“The demonstrable contribution that excellent research makes to society and the economy”

...and by Research England as:

“any identifiable benefit to or positive influence on the economy, society, public policy or services, culture, the environment or quality of life”

The emphasis in both cases is on making a demonstrable difference within and beyond the academic context. Evidence of this type of activity might include:

- Invitations to present research in any form to external audiences, including: addresses to local or national/international meetings; public exhibitions & events;
- Use of non-academic media, including social media, as a means of dissemination of research findings
- Demonstrable impact of research on: public policy; industry innovation and advances; cultural programmes/policy; education beyond the HE sector; aspects of the government industrial strategy
- Producing work which contributes to the development of UAL’s impact case studies for REF purposes
- Organisation of and/or contribution to public-facing research events at UAL including: UAL research fortnight, public seminars/workshops/exhibition.

#### D. Research Income and Funding

This area covers all aspects of income generation through research. Evidence of this type of activity may include:

- Record of applying for external research funding, or contributing to major funding applications, as appropriate to the discipline
- Success in applying for internal research support funds including sabbaticals
- Leadership of, or collaboration in, funded research projects

#### E. Research Outputs

This area concerns the production of outputs from the research process. Outputs here are defined in an expanded manner to reflect the wide range of research methods and approaches across the UAL community. However, it is important that the resulting outputs are ‘effectively shared’ in order to meet the requirements for research as previously defined. Outputs may be individual or collaborative, and include any of the following or their combination; the list is not exhaustive.

- Practice-based outputs, including artefacts, designs, buildings, events, performances and other types of live presentations, exhibitions, representations, visual and aural media
- Text-based outputs including books, chapters in books, journal articles, working papers, published conference papers, electronic resources and publications, exhibition or museum catalogues, creative writing and compositions
- Curatorship, conservation, the creation of archival or specialist collections to support research infrastructure.

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