



Call for expressions of interest to join QAA Subject Benchmark Statement Advisory Groups

Overview

Subject Benchmark Statements (SBS) describe the nature of study, and the academic standards expected of graduates in specific subject areas. They show what graduates might reasonably be expected to know, do and understand at the end of their studies. They are utilised across the sector as a reference point that enables flexibility and innovation in the design, delivery and review of academic programmes.

SBS are written, reviewed, and revised by subject specialists (facilitated by QAA). We are in the process of reviewing the following Subject Benchmark Statements:

- Architecture
- Art and Design
- History of Art, Architecture and Design
- Social Work
- Sociology
- Social Policy.

QAA published an open call for expressions of interest in September 2024 for the roles of Chair and Deputy Chair of Advisory Groups for the above statements which is now closed. We now seek expressions of interest by **midday on Monday 10 January 2025** from academic staff and students to join these Advisory Groups from members of the subject communities.

This document sets out the expectations and principal responsibilities of members of Subject Benchmark Statement Advisory Groups, the application process and the qualities and attributes that are considered when appointing individuals to these roles.

QAA is committed to ensuring that SBS Advisory Groups reflect the rich diversity of the subject communities they represent. We recognise the positive benefits of equity, diversity, and inclusion and value the differences that a variety of backgrounds, experiences, perspectives and skills bring and strongly encourage suitably qualified applicants to apply.

Expectations and commitment

Being a member of a Subject Benchmark Statement (SBS) Advisory Group requires a certain level of commitment to ensure that the SBS is developed and published to an agreed timeframe.

Members will be expected to:

- participate in sub-groups and accept delegated responsibilities for writing sections of the SBS from the Chair

- have experience or be able to write clearly and succinctly for a range of different audiences and working to deadlines are important attributes
- be prepared to make a commitment to engage with the full review and revision process (usually lasting approximately 12 months).

The person specifications for academic and student members are detailed below. Please read them to find out more about the experience, qualities and attributes QAA seeks in Advisory Group members and how they might be evidenced.

Please note that Advisory Group members can only be drawn from higher education providers who are QAA Members. If you are unsure about your eligibility, please consult the online list of current [QAA Member organisations](#) or contact us on membership@qaa.ac.uk.

Meetings will take place online using Microsoft Teams. Members' contribution will be acknowledged in the final document, but there is no remuneration for participating in the review process.

Key dates and milestones

These are the key dates and milestones anticipated for the review:

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|-------------------|---|
| Jan/Feb 2025 | First Advisory Group meetings |
| Feb-July 2025 | Review and drafting phase including regular (usually monthly) Advisory Group meetings |
| Sep-Nov 2025 | Consultation phase including an open consultation with the subject community and other interested parties |
| Nov 2025-Jan 2026 | Post-consultation analysis of responses and adjustment of the Statement |
| Mar-Apr 2026 | Publication of revised Statements |

How to submit an expression of interest

If you would like to be considered as an academic or student member of an Advisory Group, you need to submit an expression of interest via [this form](#), or [this form if you are applying as a student/graduate](#), providing evidence how you meet the person specification below. We have a separate person specification for student expressions of interest. **Please use the space available to demonstrate the required attributes and experience rather than simply listing past roles and publications.**

A Word version of the expression of interest questions is available on the QAA website to help you when preparing your submission.

PSRBs and Subject Associations are welcome to encourage suitably qualified candidates to submit an expression of interest.

The deadline for expressions of interest is midday on Monday 10 January 2025.

If you would like any further information, please contact membership@qaa.ac.uk.

Person specification (Academic)

| Attributes and experience | Potential sources of evidence |
|---|---|
| <p>Academic and pedagogical credibility within the subject community</p> | <p>Recent experience of programme leadership including initial approval and periodic review.</p> <p>Contributions to teaching and learning within an institution and/or discipline community.</p> <p>Fellowship or Senior Fellowship of the Higher Education Academy.</p> <p>Experience of course design, including the use of Subject Benchmark Statements, for initial approval (re)validation, review and external accreditation.</p> <p>Experience as an external examiner or acting as a reviewer for professional, statutory and regulatory body (PSRB)/learned society accreditation of a degree programme.</p> <p>Familiarity with the significance and use of sector reference points relating to the maintenance of academic standards, including credit and qualifications frameworks.</p> <p>Prior experience of benchmarking, especially past involvement with the development of a QAA Subject Benchmark Statement or equivalent.</p> <p>Experience with PSRBs or learned societies especially in relation to developing/setting or applying professional standards or standards for accredited higher education provision.</p> |
| <p>Experience of projects, groups and/or committees</p> | <p>Effective participation in groups and committees. This could be demonstrated through:</p> <ul style="list-style-type: none"> • Occupying a post of responsibility within your current or previous organisation. • Chairing or membership of faculty or institutional committees within your current or previous organisation. • Chairing, or membership, of a working group or equivalent on behalf of a sector agency. • Serving as the Chair or committee member of a relevant learned society or subject association, or a relevant sub-committee of that organisation. • Membership of a PSRB education committee with responsibility for the development of standards. |
| <p>An understanding of wider issues affecting the sector and subject communities relating to social justice, employability and emerging technologies</p> | <p>Knowledge of other contemporary issues affecting the sector including:</p> <ul style="list-style-type: none"> • Engagement with equality and inclusivity agendas, and with the promotion of diversity and accessibility in relation to the student body. • Experience of introducing sustainability and employability into the curriculum and their impact on the future employment of graduates from the discipline. |

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| | <ul style="list-style-type: none"> • Experience of introducing emerging technologies into the curriculum, and an understanding of their impact on learning and teaching practices. |
| <p>Experience of report/policy document production, including editing and writing</p> | <p>Confidence in the use of Microsoft 365 and related online collaborative tools, for example, Microsoft Teams and SharePoint for meetings and developing documents, including an understanding of access permission and version control.</p> <p>Experience of writing and/or editing sections of reports and or policy documents.</p> <p>An ability to write clearly and succinctly for a range of different audiences.</p> <p>Experience of contributing to an evidence-based submission on behalf of a department or provider for example REF, TEF and Athena SWAN.</p> |

Person specification (Student)

| Attributes and experience | Potential sources of evidence |
|--|---|
| Academic experience | A registered student on a Bachelors or Masters degree programme relevant to the subject community addressed by the benchmark statement or a recent graduate who has graduated in the past two years. |
| Experience of projects, groups and/or committees | <p>Active participation in groups and committees. This could be demonstrated through:</p> <ul style="list-style-type: none"> • Serving as a student representative at departmental, faculty or institutional level. • Chairing or membership of staff-student liaison committees or equivalent. • Chairing, or membership, a student union committee or the committee that runs an affiliated club or society. • Maintaining student membership of a relevant learned society or subject association, and participation in their activities. |
| An understanding of wider issues affecting the sector and subject communities relating to social justice, employability and emerging technologies | <p>Knowledge of wider contemporary issues affecting the sector including:</p> <ul style="list-style-type: none"> • Equality and inclusivity and the promotion of diversity and accessibility in relation to the student body. • Experience of sustainability and employability in the curriculum to support the future employment of graduates within the discipline. • Awareness of emerging technologies and the ways impact on learning and teaching practices. |
| Experience of document production, including editing and writing | <p>Confidence in the use of Microsoft 365 and related online collaborative tools, for example, Microsoft Teams and SharePoint for meetings and developing documents, including an understanding of access permission and version control.</p> <ul style="list-style-type: none"> • Experience of writing and/or editing sections of collaborative assignments. • Experience of co-creating assignments or policies with academic staff. • An ability to write clearly and succinctly for a range of different audiences. • Experience of offering constructive and balanced feedback. |

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