



Person Specification for Members of Subject Benchmark Statements Advisory Groups

This person specification outlines the main skills and experience we look for in Advisory Group members for the review of Subject Benchmark Statements.

Students, PSRBs, employers and other representatives will be appointed based on their specific experience and knowledge related to their backgrounds.

Please note that not all examples of evidence need to be met in order to be appointed.

Skills and experience

Qualities	Evidenced by...
Academic credibility within the subject community	Recent experience of programme leadership, including initial approval and periodic review. Evidence of a strong track record of research and/or scholarship in their discipline. Experience as an external examiner or moderator. Previous experience of benchmarking, especially involvement with previous SBS groups. Experience with professional, statutory and regulatory bodies (PSRBs), especially in relation to developing/setting or applying professional standards or standards for accredited higher education provision. Membership of a relevant learned society or subject association.
Understanding of wider issues affecting the sector such as equality, diversity and inclusivity, sustainability, and employability	Engagement with equality and inclusivity agendas and respecting and promoting diversity. Engagement with sustainable development <i>and/or</i> employability agendas within your institution or subject network.

Knowledge of recent developments in subject area	Experience as committee member of a relevant subject association. Experience as committee member at an institution or subject network (for example, award boards, teaching and learning, research). Experience of PSRB education committees or boards, or involvement with development of standards. Reviewer for PSRB accreditation (if applicable).
Subject expertise in teaching, learning and assessment	A track record of successful teaching at undergraduate and/or taught postgraduate level. Extensive experience of programme design, approval monitoring and review. Engagement with initiatives such as equity/equality, accessibility, sustainable development and employability within your teaching. FHEA or SFHEA affiliation.
Knowledge of benchmark standards at undergraduate/postgraduate level	Familiarity with the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies and other sector recognised standards. Familiarity with Annex D Outcomes Classification Descriptions for the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies. Acting as an external validator and/or external examiner.

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