Tutor Outcomes Framework

The Brilliant Club's new tutor outcomes framework outlines four competencies that researchers develop on The Scholars Programme. We derived these outcomes from interviews and surveys with more than 400 Scholars Programme tutors, and we plan to implement the framework in our training provision and impact reporting. At this stage, we welcome any feedback!

The Scholars Programme - Tutor Outcomes Framework			Link to VITAE
1. Teaching and pedagogy		Knows how to **design assessments**, give **formative feedback** and **mark** work to improve student outcomes.	D3.1 Teaching
		Designs courses and **plans lessons** with a focus on student learning.	C2.2 Project planning and delivery, D3.1 Teaching
		Understands the learning background of undergraduate students and supports them to **bridge the gap between school and undergraduate learning**.	D3.1 Teaching
		Is a **reflective practitioner** who incorporates different pedagogical ideas from research, theory and practice. Has experience in **applying science of learning principles** in teaching.	D3.1 Teaching
2. Communication and public engagement		Can explain the **'what'** and the **'why'** of **own research** to **non-specialist audiences** and knows how to check that audiences understand.	D2.1 Communication methods, D3.2 Public engagement
		Is **committed to support public engagement** at university.	D3.2 Public engagement
		Uses academic expertise to **develop university readiness skills** of potential university students.	D1.4 Supervision, D1.5 Mentoring, D3.2 Public engagement
3. Professional and career development		Is **enthusiastic** about own work and motivated to engage in opportunities for **researcher development**.	B1.1 Enthusiasm, B3.2 Continuing professional development, B3.3 Responsiveness to opportunities
		Manages own time effectively to complete research while preparing and delivering excellent teaching.	B1.6 Responsibility, B2.1 Preparation and prioritization, B2.3 Time management
		Is **self-confident** in presenting own skills and experiences to pursue **career opportunities** and builds **networks** with other researchers for mutual support.	B1.4 Self-confidence, B3.1 Career management, B3.4 Networking
4. Fair access		Understands the fair access challenge in the UK and is committed to **improving fair access to university**.	D1.8 Equality and diversity
		Understands the fair access challenge from a **school perspective** and the different contexts in which schools operate.	D1.7 Collaboration, D3.5 Society and culture
		Creates **learning environments** that support **student success** for students from all backgrounds.	D1.8 Equality and diversity