

Academic Career Pathway Framework

	Research Criteria			Teaching Criteria			Leadership Criteria			Professional Standing & Wider Engagement Criteria
	High Quality Outputs (Core)	Research Income and Supervision	Research Impact	High Quality Teaching Practice (Core)	Curriculum Enhancement	Improving Teaching Practice	Academic Citizenship (Core)	Accountable Decision Making	Change and Innovation	Professional Standing & Wider Engagement (Core)
Teaching and Research Contract	Core			Core			Core			Core
Teaching Specialist Contract				Core			Core			Core
Research Specialist Contract	Core						Core			Core

Criteria and Expectations at Grade 8

Research	
Criteria	Evidence of achievement
<p>1) High Quality Outputs (core)</p> <p>Regular publication of high quality outputs (where you are one of the main authors) in your field of research, signalling independence as a researcher.</p>	<p>Publish regularly, with at least one item in a rolling three-year period being a major contribution to a high quality publication or output (in the form of peer reviewed articles, performances, portfolios etc. – appropriate to the discipline) that is judged through peer review as being internationally excellent or better in terms of originality, significance and rigour. Where appropriate, a substantive monograph may be double weighted.</p>
<p>2) Research Income and Supervision</p> <p>Regularly identify and secure income/grant funding in line with the norms in your field of research and provide research supervision of PGR students (including PhD students).</p>	<p>Funding secured to support your independent research from internal or external sources in line with the norms for your discipline or sub-discipline (the disciplinary norms will be determined and reviewed in Departments drawing on data relating to the discipline or sub discipline). The disciplinary or sub disciplinary norm figures will be shared within the Faculty/Department and used as an indicative guide to assess achievement at this career stage.</p> <p>In addition, evidence the provision of high quality supervision with the aim of leading to completion an average of one internally or externally funded PhD student every three years (number may be increased or decreased dependent upon disciplinary norms).</p>
<p>3) Research Impact</p> <p>Use your research expertise to undertake research activities that demonstrate an “effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia”.</p>	<p>Contribution to a viable impact case study evidencing reach and significance. Activity that supports this includes:</p> <ul style="list-style-type: none"> ● Undertaking meaningful public engagement activity ● Patent applications. ● Consultancy contracts for institutional benefit. ● Evidence of two-way engagement with policy makers in own area of research.

Teaching	
Criteria	Evidence of achievement
<p>4) High Quality Teaching Practice (core)</p> <p>Design, deliver and co-ordinate high quality teaching, assessment, feedback and student support to enable effective learning.</p>	<p>Having successfully gained recognition as Fellow of the Higher Education Academy (FHEA) you should evidence your high quality teaching practice through a demonstrable contribution to excellent programme outcomes, and good levels of student progression and completion. Supplement this with other forms of evidence which could include:</p> <ul style="list-style-type: none"> • Consistently excellent student feedback • Excellent feedback from external examiners/ assessors • Excellent feedback from peer review of teaching
<p>5) Curriculum Enhancement</p> <p>Contribute to the design, and development of programmes of study that are accessible, inclusive and contribute to the University's Teaching and Learning Strategy.</p>	<p>Contribution to programme development which has had a positive impact on the recruitment, retention, progress, completion and employability outcomes of students. Include evidence of using reflection and feedback to:</p> <ul style="list-style-type: none"> • Develop, revise and update content and delivery. • Ensure compliance with quality standards, regulations and any accreditation requirements.
<p>6) Improving Teaching Practice</p> <p>Develop and implement ideas for improving own teaching design, delivery and assessment.</p>	<p>Evidence of continual development of teaching practice leading to improved delivery and outcomes. Evidence must demonstrate successful completion of CPD, and any of scholarly activity undertaken to build pedagogic knowledge, plus demonstration of their impact upon practice. Examples of development include:</p> <ul style="list-style-type: none"> • HEA fellowship at level D2. <p>Examples of impact include:</p> <ul style="list-style-type: none"> • Contribution to the development of practice that improves accessibility and inclusion. • Innovative and appropriate use of new technologies. • Contribution to the development of the discipline or area of professional practice locally. • Presentations at professional or educational conferences such as the annual Learning and Teaching (L&T) conference, and similar events. • Development of educational resources, for example, textbooks, articles, YouTube broadcasts, podcasts and massive open online courses (MOOCS). • Contribution to Department, Faculty or University activities which aim to promote diversity and inclusion and/or internationalism.

Leadership	
Criteria	Evidence of achievement
<p>7) Academic Citizenship (core)</p> <p>Actively contribute to the collective vision, mission and values of the University through individual action and inclusive, collaborative working.</p>	<p>Demonstrable engagement in and contribution to a variety of Department, Faculty or University activities that contribute to and build collegiality beyond an individual's day to day activity and role. Examples include:</p> <ul style="list-style-type: none"> ● Contributing effectively to shared Departmental responsibilities. ● Making a positive contribution to specified initiatives at a Departmental or Faculty level. ● Sharing research or scholarly activity with colleagues through research or teaching seminars. ● Demonstrating responsibility for diversity and inclusion. ● Positively engaging in and supporting strategic Departmental initiatives.
<p>8) Change and Innovation</p> <p>In a leadership capacity, constructively challenge established practice, structure and process in order to bring about positive change and improved outcomes.</p>	<p>Demonstrate your leadership of impactful change to practice, structure or processes that leads to positive outcomes and improvement. Roles in which you could demonstrate impact at this level are, but are not limited to, Departmental committee member, module or level co-ordinator, deputy exams officer, admission tutor, seminar co-ordinator, event organiser. Provide examples that display some of the following characteristics:</p> <ul style="list-style-type: none"> ● Delivers of Department, Faculty or University vision. ● Improves performance/efficiency. ● Responds to internal or external challenges or opportunities. ● Takes advantage of advancements in technology. ● Demonstrates entrepreneurial ambition. ● Actively engages colleagues. ● Involves calculated risk and ambition. ● Demonstrates responsibility for diversity and inclusion.
<p>9) Accountable decision making</p> <p>Through a leadership role consistently make accountable, creative and considered decisions in</p>	<p>Demonstrate your ability to consistently make accountable decisions that have an evidenced positive impact and advance strategic agendas. Roles in which you could demonstrate impact at this level are, but are not limited to, Departmental committee member, module or level co-ordinator, deputy exams officer, admissions tutor,</p>

<p>response to a range of emerging issues and opportunities.</p>	<p>seminar co-ordinator, event organiser. Provide examples that display the following characteristics:</p> <ul style="list-style-type: none"> ● Evidence/insight based. ● Made in a timely fashion. ● Engage key stakeholders in the process. ● Awareness of full impact and consequences, taking responsibility for any mitigating action. ● Demonstrates entrepreneurial ambition. ● Involves calculated risk and ambition. ● Demonstrates responsibility for diversity and inclusion.
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Professional Standing and Wider Engagement

Criteria	Evidence of achievement
<p>10) Professional Standing and Wider Engagement (core)</p> <p>Participate in and develop links with external contacts (within academia, professions or with industry) to foster collaboration, at a regional and national level.</p>	<p>Provide a number of examples to demonstrate an appropriate level of professional standing and wider engagement. Examples of achievement in this area include:</p> <ul style="list-style-type: none"> ● Active engagement with a professional body (in some cases this may be specified and explicitly stated at Faculty or Department level). ● Invitations to contribute to public policy, consultations in an advisory capacity. ● Development of collaborative projects with communities, organisations and other external contacts. ● Participation in relevant networking events and conferences. ● Media contributions in articles or appearances. ● Undertaking external consultancy through University channels.

Criteria and Expectations at Grade 9

Research	
Criteria	Evidence of achievement
<p>1) High Quality Outputs (core)</p> <p>Driving research activity that leads to a track record of regular publication of high quality outputs (where you are one of the main authors) in your field of research.</p>	<p>Publish regularly, with at least one item in a rolling two-year period (in the form of peer reviewed articles, performances, portfolios etc. – appropriate to the discipline) that are judged through peer review as being internationally excellent or world leading in terms of originality, significance and rigour. Where appropriate, a substantive monograph may be double weighted.</p>
<p>2) Research Income and Supervision</p> <p>Regularly identify and secure income/grant funding in line with the norms in your field of research and provide research supervision of PGR students (including PhD students).</p> <p>If applicable, provide effective management of own research staff; Research Assistant/Research Associate; taking responsibility for their mentoring, training and development.</p>	<p>External grant funding secured that is in line with the norms for your discipline or sub discipline (the disciplinary norms will be determined and reviewed in Departments drawing on data relating to the discipline or sub discipline). The disciplinary or sub disciplinary norm figures will be shared within the Faculty/Department and used as an indicative guide to assess achievement at this career stage.</p> <p>In addition, evidence the provision of high quality supervision with the aim of leading to completion an average of one externally funded PhD student every two years as Primary Supervisor (number may be increased or decreased dependent upon disciplinary norms).</p>
<p>3) Research Impact</p> <p>Use your research expertise to undertake research activities that demonstrate an “effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia”.</p>	<p>Deliver a viable impact case study evidencing reach and significance. Activity that supports this includes:</p> <ul style="list-style-type: none"> ● Undertaking meaningful public engagement activity ● Patent applications. ● Significant consultancy contracts for institutional benefit. ● Evidence of two-way engagement with policy makers in own area of research. ● Establishment of spin out companies or other example of commercial success. ● Designing and constructing prototypes. ● Securing external funding for knowledge exchange projects.

Teaching	
Criteria	Evidence of achievement
<p>4) High Quality Teaching Practice (core) Lead and supervise delivery and assessment to ensure consistently high quality teaching, learning and student support.</p>	<p>Demonstrate your contribution to excellent programme outcomes and good levels of student progression and completion. Supplement this with other forms of evidence which could include:</p> <ul style="list-style-type: none"> • Consistently excellent student feedback • Sustained excellent feedback from external examiners/ assessors. • Sustained excellent feedback from peer review of teaching. • Internal or external teaching awards.
<p>5) Curriculum Enhancement Lead and supervise the design, development and co-ordination of programmes of study that are accessible, inclusive and contribute to the University's Teaching and Learning Strategy.</p>	<p>Leading and supervising programme review and development which has had a positive impact on the recruitment, retention, progress, completion and employability outcomes of students within your Department. Include evidence of using reflection and feedback to:</p> <ul style="list-style-type: none"> • Develop, revise and update content and delivery ensuring the application of innovative and appropriate teaching techniques and materials that embed the latest educational ideas and methods including the use of digital technologies. • Ensure compliance with quality standards, regulations and any accreditation requirements. • Develop employment focussed modules. • Provide placements and effective links with external organisations, for example from industry or the public sector.
<p>6) Improving Teaching Practice Develop and implement ideas for improving own and others teaching design, delivery and assessment.</p>	<p>Evidence of continual development of own teaching practice and that of others leading to improved delivery and outcomes. Evidence must demonstrate successful completion of CPD, and any scholarly activity undertaken in order to build pedagogic knowledge, plus demonstration of their impact upon practice at a departmental or Faculty level. Examples of development include:</p> <ul style="list-style-type: none"> • HEA fellowship at level D3. • Active membership of subject associations/professional/disciplinary groups that address matters of pedagogy and curriculum

	<p>Examples of impact include:</p> <ul style="list-style-type: none"> • Contribution to the development of practice that improves accessibility and inclusion. • Innovative and appropriate use of new technologies. • Contribution to the development of the discipline or area of professional practice regionally. • Development of open educational resources for example, text books, articles, YouTube broadcasts, podcasts and massive open online courses (MOOCS). • Contribution to Department, Faculty or University activities which aim to promote diversity and inclusion and/or internationalism. • Income generation for teaching enhancement activities • Successful management, coaching or mentoring of other teaching staff. • Published teaching materials and other relevant outputs, which are used externally in comparable universities. • External recognition of excellent teaching, invitations to disseminate practices externally, through working groups etc.
Leadership	
Criteria	Evidence of achievement
<p>7) Academic Citizenship (core) Actively contribute to the collective interests and values of the University through individual action and inclusive, collaborative working.</p>	<p>Demonstrable engagement in and contribution to a variety of Department, Faculty or University activities that contribute and build collegiality beyond an individual's day to day activity and role. Examples include:</p> <ul style="list-style-type: none"> • Contributing effectively to a range of shared Departmental responsibilities. • Leading specified initiatives at a Departmental or Faculty level. • Sharing research or scholarly activity with colleagues through research or teaching seminars. • Demonstrating responsibility for diversity and inclusion. • Consistently engaging in and supporting strategic Departmental and Faculty initiatives, using position and influence to ensure others engage positively and understand the benefits.

<p>8) Change and Innovation In a leadership capacity, constructively challenge established practice, structure and process in order to bring about positive change and improved outcomes.</p>	<p>Demonstrate your leadership of impactful change to practice, structure, culture or processes that leads to sustained positive outcomes and improvement. Roles in which you could demonstrate impact at this level are, but are not limited to, Deputy Director of Research and Innovation or Learning and Teaching, Admissions Director, Director of Student Recruitment, Impact Co-ordinator. Provide examples that display the following characteristics:</p> <ul style="list-style-type: none"> ● Delivers Department, Faculty or University vision. ● Improves performance/efficiency. ● Identifies and actively responds to internal or external challenges or opportunities. ● Takes advantage of advancements in technology. ● Demonstrates entrepreneurial ambition. ● Actively engages colleagues, ensuring good levels of support. ● Involves calculated risk and ambition. ● Demonstrates responsibility for diversity and inclusion.
<p>9) Accountable decision making Through a leadership role consistently make accountable, creative and considered decisions in response to a range of emerging issues and opportunities.</p>	<p>Demonstrate your ability to consistently make accountable decisions that have evidenced positive impact and advanced strategic agendas. Roles in which you could demonstrate impact at this level are, but are not limited to, Deputy Director of Research and Innovation or Learning and Teaching, Admissions Director, Director of Student Recruitment, Impact Co-ordinator. Use examples that display the following characteristics:</p> <ul style="list-style-type: none"> ● Evidence/insight based. ● Made in a proactive fashion. ● Ensures engagement of all key stakeholders in the process. ● Awareness of full impact and consequences, taking responsibility for any mitigating action through detailed planning. ● Demonstrates entrepreneurial ambition. ● Involves calculated risk and ambition. ● Demonstrates responsibility for diversity and inclusion.

Professional Standing and Wider Engagement	
Criteria	Evidence of achievement
<p>10) Professional Standing and Wider Engagement (core)</p> <p>Represent the institution and develop links with external contacts (within the profession or with industry) to foster collaboration, at a regional and national level within area of specialism.</p>	<p>Provide a number of examples to demonstrate an appropriate level of professional standing and wider engagement. Examples of achievement in this area include:</p> <ul style="list-style-type: none"> ● Active membership of a major professional body (in some cases this may be specified and explicitly stated at Faculty or Department level). ● Organisation of national conferences. ● Development/involvement and/or leadership in academic and/or clinical/professional networks. ● Invitations to give papers at highly regarded conferences. ● Receipt of national prizes/awards ● Engagement in internal/external quality assurance activities. ● Evidenced external recognition as an authority/significant practitioner in discipline. ● Editor/member of editorial body of a periodical or journal of some standing. ● Participation as a subject expert in consultancy or advisory activity and/or legal proceedings e.g. servicing local, regional, national advisory bodies.

Criteria and Expectations of a Band 1 Professor

Research	
Criteria	Evidence of achievement
<p>1) High Quality Outputs (core)</p> <p>Lead research activity that delivers a track record of regular publication of consistently excellent quality outputs (where you are one of the main authors) in your field of research.</p>	<p>Publish regularly with an average of at least one item per year in a rolling two-year period (in the form of peer reviewed articles, performances, portfolios etc. – appropriate to the discipline) that is judged through peer review as being internationally excellent or world leading in terms of originality, significance and rigour. Where appropriate, a substantive monograph may be double weighted.</p>
<p>2) Research Income and Supervision</p> <p>Regularly identify and secure income/grant funding in line with the norms in your field of research and provide research supervision of PGR students (including PhD students).</p> <p>If applicable, effective management of own research staff; Research Assistant/Research Associate; taking responsibility for their mentoring, training and development.</p>	<p>Lead role in the development of external grant funding that exceeds the norms for your discipline or sub discipline (the disciplinary norms will be determined and reviewed in Departments drawing on data relating to the discipline or sub discipline). The disciplinary or sub disciplinary norm figures will be shared within the Faculty/Department and used as an indicative guide to assess achievement at this career stage.</p> <p>In addition, evidence the provision of high quality supervision with the aim of leading to completion an average of one externally funded PhD student every year as Primary Supervisor (number may be increased or decreased dependent upon disciplinary norms).</p>
<p>3) Research Impact</p> <p>Use your research expertise to undertake research activities that demonstrate an “effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia”.</p>	<p>Leading and driving the delivery of a viable impact case study or studies evidencing reach and significance. Activity that supports this includes:</p> <ul style="list-style-type: none"> ● Major contribution to the role of the University in its civic setting, including public engagement and knowledge transfer activities with demonstrable beneficial impacts outside the University. ● Patent applications ● Significant consultancy contracts for institutional benefit. ● Demonstrable economic benefit derived from the successful establishment of spin out companies or other examples of commercial success. ● Designing and constructing prototypes. ● Securing external funding for knowledge exchange projects. ● Engagement with national or international policy working groups.

	<ul style="list-style-type: none"> Dissemination of public engagement practice through conference presentation with national or international recognition.
Teaching	
<p>4) High Quality Teaching Practice (core)</p> <p>Lead and supervise delivery and assessment to ensure consistently high quality teaching, learning and student support.</p>	<p>Demonstrate your contribution to excellent programme outcomes and good levels of student progression and completion. Supplement this with other forms of evidence which could include:</p> <ul style="list-style-type: none"> Consistently excellent student feedback over a sustained period. Sustained excellent feedback from external examiners/ assessors. Sustained excellent feedback from peer review of teaching. Significant external teaching awards.
<p>5) Curriculum Enhancement</p> <p>Lead the design and development and co-ordination of the overall curriculum so that it is accessible, inclusive and contributes to the University's Teaching and Learning Strategy.</p>	<p>Leading programme review and development which has had a substantial and sustained positive impact on the recruitment, retention, progress, completion and employability outcomes of students across your own Department or Faculty. include evidence of using reflection and feedback to:</p> <ul style="list-style-type: none"> Develop, revise and update content and delivery ensuring the application of innovative and appropriate teaching techniques and materials that embed the latest educational ideas and methods including the use of digital technologies. Ensure compliance with quality standards, regulations and any accreditation requirements. Develop employment focussed programmes. Provide placements and effective links with external organisations, for example from industry or the public sector. Development of major PGT programmes.
<p>6) Improving Teaching Practice</p> <p>Develop and implement ideas for improving own and others teaching design, delivery and assessment.</p>	<p>Evidence of continual development of own teaching practice and that of others leading to improved delivery and outcomes. Evidence must demonstrate successful completion of CPD, and any scholarly activity undertaken in order to build pedagogic knowledge, plus demonstration of their impact upon practice at a Faculty or institutional level. Examples of development include:</p> <ul style="list-style-type: none"> HEA fellowship at D4. Leadership, co-ordination and delivery of scholarly activity/projects in the subject, potentially through the management of collaborative partnerships with other bodies, resulting in recognised impact.

Examples of impact include:

- Contribution to the development of practice that improves accessibility and inclusion.
- Innovative and appropriate use of new technologies
- Contribution to the development of the discipline or area of professional practice, regionally and nationally.
- Development of open educational resources for example, text books, articles, YouTube broadcasts, podcasts and massive open online courses (MOOCS)
- Leading Faculty or University activities which promote diversity and inclusion and/ or internationalism.
- Income generation for teaching enhancement activities
- Successful management, coaching or mentoring of other teaching staff.
- Development of professional networks and external relationships.
- Taking responsibility for quality, audit and other external assessment of teaching quality as required.
- Successful development of teaching in the Department/Faculty, evidenced by local awards, dissemination of experience through publications, networks and conferences etc.
- Leadership of teaching innovation recognised by relevant organisations.
- Dissemination of best practice within the University and externally,
- Authorship of textbooks; creation of new resources, open educational resources.
- Sustained success in securing internal and external funding for teaching initiatives.

Leadership	
Criteria	Evidence of achievement
<p>7) Academic Citizenship (core) Actively contribute to the collective interests and values of the University through individual action and inclusive, collaborative working.</p>	<p>Demonstrable engagement in and contribution to a variety of Department, Faculty or University activities that contribute and build collegiality beyond an individual's day to day activity and role. Examples include:</p> <ul style="list-style-type: none"> ● Contributing effectively to a broad range of shared Departmental responsibilities. ● Leading specified initiatives at a Departmental or Faculty level. ● Sharing research or scholarly activity with colleagues through research or teaching seminars, lectures and public events. ● Taking a lead role in promoting diversity and inclusion. ● Consistently leading strategic Departmental, Faculty and University initiatives, using position and influence to ensure others engage positively and understand the benefits. ● Recognise role as a senior academic with the responsibility to role model excellent academic practice and collegial behaviour to junior colleagues. ● Mentoring and supporting colleagues, both formally and informally. ● Proactively building networks and collaborations across the Faculty and wider University.
<p>8) Change and Innovation In a leadership capacity, constructively challenge established practice, structure and process in order to bring about positive change and improved outcomes.</p>	<p>Demonstrate your leadership of embedded process/structure and culture change with sustained benefits at a Department, Faculty or University level. Roles in which you could demonstrate impact at this level are, but are not limited to, Head of Department, Departmental Director, Cross Cutting Director. Provide a number of examples that display the following characteristics:</p> <ul style="list-style-type: none"> ● Delivers Department, Faculty or University vision and strategy. ● Considerable and sustained improvement in performance/efficiency. ● Strategically manages internal or external challenges or opportunities. ● Takes advantage of advancements in technology. ● Demonstrates entrepreneurial ambition. ● Actively engages colleagues through planned communications and engagement activity.

	<ul style="list-style-type: none"> ● Involves calculated risk and ambition designed to maximise impact and benefit. ● Demonstrates responsibility for diversity and inclusion.
<p>9) Accountable decision making Through a leadership role consistently make accountable, creative and considered decisions in response to a range of emerging issues and opportunities.</p>	<p>Demonstrate your ability to consistently make accountable decisions that have an evidenced positive impact and advance strategic agendas. Roles in which you could demonstrate impact at this level are, but are not limited to, Head of Department, Departmental Director, Cross Cutting Director. Use a number of examples use a number of examples that display the following characteristics:</p> <ul style="list-style-type: none"> ● Evidence/insight based, with evidence of detailed research or enquiry where needed. ● Strategically timed for maximum impact or benefit. ● Ensures engagement of all key internal and external stakeholders in the process. ● Proactive management of the full impact and consequences of decisions, undertaking detailed planning of any mitigating action. ● Demonstrates entrepreneurial ambition. ● Involves calculated risk and ambition. ● Demonstrates responsibility for diversity and inclusion. ● Clear consideration of reputational risks. ● Clear consideration of legal implications.

Professional Standing and Wider Engagement	
Criteria	Evidence of achievement
<p>10) Professional Standing and Wider Engagement (core)</p> <p>High and distinctive standing within and outside academia including: major contributions to the area/field through academic or professional achievement; recognised expertise.</p>	<p>Provide a number of examples to demonstrate an appropriate level of professional standing and wider engagement. Examples of achievement in this area include:</p> <ul style="list-style-type: none"> ● Active membership of a major professional body (in some cases this may be specified and explicitly stated at Faculty or Department level). ● Editor/member of editorial body of a periodical or journal of some standing. ● Consultancy, development and delivery of CPD programmes for external clients, and significant collaborations with public, private and/or third sector partners. ● Establish, develop and maintain significant and high profile links and liaison with educational bodies, industry and/or professional practice. ● High profile reviewing of books, acting as an external adviser/examiner for prestigious institutions; able to influence national policy debates; called upon to give expert opinion in the particular field; frequently invited to conferences and/or to give lecture series by national and or international colleagues. ● Demonstrable international reputation for excellent Research and/or Teaching in own discipline. ● Have a significant role outside the University within prestigious accrediting bodies. ● Major contribution to widening participation, schools outreach or public understanding of the discipline. ● Bringing prestige to the University through membership of significant regional/national and international organisations, charitable boards, governing bodies, trusts. ● Advisory role to public bodies, parliamentary select committees or similar.

Criteria and Expectations of a Band 2 Professor

Research	
Criteria	Evidence of achievement
<p>1) High Quality Outputs (core)</p> <p>Lead research activity that delivers a track record of regular publication of consistently excellent quality outputs (where you are one of the main authors) in your field of research.</p>	<p>Publish regularly with an average of at least one item per year in a rolling two-year period (in the form of peer reviewed articles, performances, portfolios etc. – appropriate to the discipline) that is judged through peer review as being internationally excellent or world leading in terms of originality, significance and rigour. Where appropriate, a substantive monograph may be double weighted.</p>
<p>2) Research Income and Supervision</p> <p>Regularly identify and secure grant funding in line with the norms in your field of research and provide research supervision of PGR students (including PhD students).</p> <p>If applicable, effective management of own research staff; Research Assistant/Research Associate; taking responsibility for their mentoring, training and development.</p>	<p>A sustained track record of leading the development of external grant funding that exceeds the norms for your discipline or sub discipline (the disciplinary norms will be determined and reviewed in Departments drawing on data relating to the discipline or sub discipline). The disciplinary or sub disciplinary norm figures will be shared within the Faculty/Department and used as an indicative guide to assess achievement at this career stage.</p> <p>In addition, evidence the provision of high quality supervision with the aim of leading to completion an average of one externally funded PhD student every year as Primary Supervisor (number may be increased or decreased dependent upon disciplinary norms).</p>
<p>3) Research Impact</p> <p>Use your research expertise to undertake research activities that demonstrate an “effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia”.</p>	<p>Leading and driving the delivery of a viable impact case study or studies evidencing reach and significance. Activity that supports this includes:</p> <ul style="list-style-type: none"> ● Major contribution to the role of the University in its civic setting, including public engagement and knowledge transfer activities with demonstrable beneficial impacts outside the University. ● Patent applications. ● Significant economic benefit derived from the successful establishment of spin out companies or other examples of commercial success. ● Designing and constructing prototypes. ● Securing significant external funding for knowledge exchange projects. ● Engagement with national or international policy working groups. ● Dissemination of public engagement practice through conference presentation with international recognition.

Teaching	
Criteria	Evidence of achievement
<p>4) High Quality Teaching Practice (core)</p> <p>Lead and supervise delivery and assessment to ensure consistently high quality teaching, learning and student support.</p>	<p>Demonstrate your contribution to excellent programme outcomes and good levels of student progression and completion. Supplement this with other forms of evidence which could include:</p> <ul style="list-style-type: none"> ● Consistently excellent student feedback over a sustained period. ● Sustained excellent feedback from external examiners/ assessors. ● Sustained excellent feedback from peer review of teaching. ● Prestigious external teaching awards.
<p>5) Curriculum Enhancement</p> <p>Lead the design and development and co-ordination of the overall curriculum so that it is accessible, inclusive and contributes to the University's Teaching and Learning Strategy.</p>	<p>Leading programme review and development which has had a substantial and sustained positive impact on the recruitment, retention, progress, completion and employability outcomes of students at an institutional level. Include evidence of using reflection and feedback to:</p> <ul style="list-style-type: none"> ● Develop, revise and update content and delivery ensuring the application of innovative and appropriate teaching techniques and materials that embed the latest educational ideas and methods including the use of digital technologies. ● Ensure compliance with quality standards, regulations and any accreditation requirements. ● Develop employment focussed programmes. ● Provide placements and effective links with external organisations for example, from industry or the public sector. ● Development of major PGT programmes. ● Disseminate good practice in curriculum development externally through national and international conferences.
<p>6) Improving Teaching Practice</p> <p>Develop and implement ideas for improving own and others teaching design, delivery and assessment.</p>	<p>Evidence of continual development of own teaching practice and that of others leading to improved delivery and outcomes. Evidence must demonstrate successful completion of CPD and any scholarly activity undertaken in order to build pedagogic knowledge, plus demonstration of their impact upon practice at an institutional and national level. Examples of development include:</p> <ul style="list-style-type: none"> ● HEA fellowship at D4.

- Leadership, co-ordination and delivery of scholarly activity/projects in the subject, through the management of collaborative partnerships with other bodies, resulting in recognised impact.

Examples of impact include:

- Contribution to the development of practice that improves accessibility and inclusion.
- Innovative and appropriate use of new technologies.
- Contribution to the development of the discipline or area of professional practice, nationally.
- Development of open educational resources for example, text books, articles, YouTube broadcasts, podcasts and massive open online courses (MOOCs)
- Leading University activities which promote diversity and inclusion and/or internationalism.
- Successful management, coaching or mentoring of other teaching staff.
- Taking responsibility for quality, audit and other external assessment of teaching quality as required.
- Successful development of teaching in the University, evidenced by national awards, dissemination of experience through publications, networks and conferences etc.
- Leadership of teaching innovation recognised by relevant organisations.
- Dissemination of best practice within the University and nationally.
- Authorship of textbooks; creation of new resources, open educational resources.
- Sustained success in securing external funding for teaching initiatives.

Leadership	
Criteria	Evidence of achievement
<p>7) Academic Citizenship (core)</p> <p>Actively contribute to the collective interests and values of the University through individual action and inclusive, collaborative working.</p>	<p>Demonstrable engagement in and contribution to a variety of Department, Faculty or University activities that contribute and build collegiality beyond an individual's day to day activity and role. Examples include:</p> <ul style="list-style-type: none"> ● Contributing effectively to a broad range of shared Departmental and Faculty responsibilities. ● Leading specified initiatives at a Departmental or Faculty level. ● Sharing research or scholarly activity with colleagues through research or teaching seminars, lectures and public events. ● Take a lead role in promoting diversity and inclusion. ● Consistently leading and supporting strategic Departmental, Faculty and University initiatives, using position and influence to ensure others engage positively and understand the benefits. ● Recognise role as a senior academic with the responsibility to role model excellent academic practice and collegial behaviour to junior colleagues across the Faculty and institution. ● Mentoring and supporting colleagues from across the Faculty, both formally and informally. ● Proactively building networks and collaborations across the University and externally.
<p>8) Change and Innovation</p> <p>In a leadership capacity, constructively challenge established, practice, structure and process in order to bring about positive change and improved outcomes.</p>	<p>Demonstrate your leadership of embedded process/structure and culture change with sustained benefits at a Department, Faculty or University level. Roles in which you could demonstrate impact at this level are, but are not limited to, Head of Department, Departmental Director, Cross Cutting Director, Faculty Director, Member of the Universities Ethics Committee or external leadership roles.</p> <p>Provide a number of examples that display the following characteristics:</p> <ul style="list-style-type: none"> ● Delivery of a combination of Department, Faculty or University vision and strategy, ensuring alignment. ● Considerable and sustained improvement in performance/efficiency. ● Strategically manages internal or external challenges or opportunities.

	<ul style="list-style-type: none"> ● Ensures advancements in technology are utilised. ● Demonstrates entrepreneurial ambition. ● Actively engages colleagues through strategic communications and engagement activity. ● Involves calculated risk and ambition designed to maximise impact and benefit. ● Demonstrates responsibility for diversity and inclusion. ● Contributes to the University's financial sustainability through income generation or savings.
<p>9) Accountable decision making Through a leadership role consistently make accountable, creative and considered decisions in response to a range of emerging issues and opportunities.</p>	<p>Demonstrate your ability to consistently make accountable decisions of large significance that deliver sustained impact and advance strategic agendas. Roles in which you could demonstrate impact at this level are, but are not limited to, Head of Department, Departmental Director, Cross Cutting Director, Faculty Director, Member of the Universities Ethics Committee or external leadership roles. Use a number of examples that display the following characteristics:</p> <ul style="list-style-type: none"> ● Evidence/insight based, with evidence of detailed research or enquiry where needed. ● Strategically timed for maximum impact or benefit. ● Ensures engagement of all key internal and external stakeholders in the process. ● Proactive management of the full impact and consequences of decisions, undertaking detailed planning of any mitigating action. ● Demonstrates entrepreneurial ambition. ● Involves calculated risk and ambition. ● Demonstrates responsibility for diversity and inclusion. ● Clear consideration of precedent and long term consequences. ● Clear consideration of reputational benefits or risks. ● Clear consideration of legal implications.

Professional Standing and Wider Engagement	
Criteria	Evidence of achievement
<p>13) Professional Standing and Wider Engagement (core)</p> <p>Achieve recognition both personally and for the University, through leadership of high-prestige collaborations of national and international significance with public, private and/or third-sector partners.</p>	<p>Provide a number of examples to demonstrate an appropriate level of professional standing and wider engagement. Examples of achievement in this area includes:</p> <ul style="list-style-type: none"> ● Active membership of a major professional body (in some cases this may be specified and explicitly stated at Faculty or Department level). ● Editor of leading international journal for the discipline. ● High level association with an internationally prestigious University. ● Expertise is in significant demand from international partners within and beyond academia, influencing policy and/or driving innovation. ● High profile reviewing of books, acting as an external adviser for prestigious institutions; able to influence national policy debates; called upon to give expert opinion in the particular field; frequently invited to conferences and/or to give lecture series by national and or international colleagues. ● Demonstrable international reputation for excellent Research and/or Teaching in own discipline. ● Have a significant role outside the University within prestigious accrediting bodies. ● Major contribution to widening participation, schools outreach or public understanding of the discipline. ● Chairing of significant regional/national organisations, charitable boards, governing bodies, trusts. Called upon to give evidence to parliamentary select committees.

Criteria and Expectations of a Band 3 Professor

Research	
Criteria	Evidence of achievement
<p>1) High Quality Outputs (core)</p> <p>Leading research activity that delivers a track record of regular publication of consistently excellent quality outputs (where you are one of the main authors) in your field of research.</p>	<p>Publish regularly with an average of at least one item per year in a rolling two-year period (in the form of peer reviewed articles, performances, portfolios etc. – appropriate to the discipline) that is judged through peer review as being predominantly world leading in terms of originality, significance and rigour. Where appropriate, a substantive monograph may be double weighted.</p>
<p>2) Research Income and Supervision</p> <p>Regularly identify and secure grant funding in line with the norms in your field of research and provide research supervision of PGR students (including PhD students).</p> <p>If applicable, effective management of own research staff; Research Assistant/Research Associate; taking responsibility for their mentoring, training and development.</p>	<p>A sustained track record of leading the development of external grant funding that significantly exceeds the norms for your discipline or sub discipline (the disciplinary norms will be determined and reviewed in Departments drawing on data relating to the discipline or sub discipline). The disciplinary or sub disciplinary norm figures will be shared within the Faculty/Department and used as an indicative guide to assess achievement at this career stage.</p> <p>In addition, evidence the provision of high quality supervision with the aim of leading to completion an average of one externally funded PhD student every year as Primary Supervisor (number may be increased or decreased dependent upon disciplinary norms).</p>
<p>3) Research Impact</p> <p>Using your research expertise undertake research activities that demonstrates an “effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia”.</p>	<p>Leading and driving the delivery of a viable impact case study or studies evidencing reach and significance. Activity that supports this includes:</p> <ul style="list-style-type: none"> ● Play a major role in the University and beyond in the advancement and embedding of public engagement activity within higher education. ● Significant economic benefit derived from the successful establishment of spin out companies or other examples of commercial success. ● Securing significant external funding for knowledge exchange projects. ● Leading international policy working groups. ● Securing international recognition of success in public engagement and commercialisation activities.

Teaching	
Criteria	Evidence of achievement
<p>4) High Quality Teaching Practice (core)</p> <p>Lead and supervise delivery and assessment to ensure consistently high quality teaching, learning and student support.</p>	<p>Demonstrate your contribution to excellent programme outcomes and good levels of student progression and completion. Supplement this with other forms of evidence which could include:</p> <ul style="list-style-type: none"> ● Sustained excellent feedback from external examiners/ assessors. ● Sustained excellent feedback from peer review of teaching. ● The most prestigious external teaching awards.
<p>5) Curriculum Enhancement</p> <p>Lead the design and development and co-ordination of the overall curriculum so that it is accessible, inclusive and contributes to the University's Teaching and Learning Strategy.</p>	<p>Leading programme review and development which has had a substantial and sustained impact on the recruitment, retention, progress, completion and employability outcomes of students at an institutional level (and beyond). Include evidence of using reflection and feedback to:</p> <ul style="list-style-type: none"> ● Develop, revise and update content and delivery ensuring the application of innovative and appropriate teaching techniques and materials that embed the latest educational ideas and methods including the use of digital technologies. ● Ensure compliance with quality standards, regulations and any accreditation requirements. ● Develop employment focussed programmes. ● Provide placements and effective links with external organisations, for example from industry or the public sector. ● Development of major PGT programmes. ● Establish position as a leading expert in curriculum development, sharing learning and practice externally through leading international conferences.
<p>6) Improving Teaching Practice</p> <p>Develop and implement ideas for improving own and others teaching design, delivery and assessment.</p>	<p>Evidence your internationally recognised authority in the development of teaching and learning practice. Evidence must demonstrate successful completion of CPD and any scholarly activity undertaken in order to build pedagogic knowledge, plus demonstration of their impact upon practice at a world leading level. Examples of development include:</p> <ul style="list-style-type: none"> ● HEA fellowship at D4. ● Leadership, co-ordination and delivery of scholarly activity/projects in the subject, potentially through the management of collaborative partnerships with other bodies, resulting in recognised international impact.

Examples of impact include:

- Contribution to the development of practice that improves accessibility and inclusion.
- Innovative and appropriate use of new technologies.
- Contribution to the development of the discipline or area of professional practice, nationally and internationally.
- Development of open educational resources for example, text books, articles, YouTube broadcasts, podcasts and massive open online courses (MOOCs).
- University and Sector activities which promote diversity and inclusion and/ or internationalism.
- Successful management, coaching or mentoring of other teaching staff.
- Taking responsibility for quality, audit and other external assessment of teaching quality as required.
- Successful development of teaching in the Sector, evidenced by international awards, dissemination of experience through publications, networks and conferences etc.
- Leadership of teaching innovation recognised by relevant international organisations.
- Authorship of text books; creation of new resources, open educational resources.
- Sustained success in securing significant external funding for teaching initiatives.

Leadership	
Criteria	Evidence of achievement
<p>7) Academic Citizenship (core)</p> <p>Actively contribute to the collective interests and values of the University through individual action and inclusive, collaborative working.</p>	<p>Demonstrable engagement in and contribution to a variety of Department, Faculty or University activities that contribute and build collegiality beyond an individual's day to day activity and role. Examples include:</p> <ul style="list-style-type: none"> ● Contributing effectively to a broad range of shared Faculty or Institutional responsibilities. ● Leading specified initiatives at an Institutional level. ● Sharing research or scholarly activity with colleagues through research or teaching seminars, lectures and public events. ● Take a lead role in promoting diversity and inclusion. ● Consistently leading and supporting strategic Departmental, Faculty and University initiatives, using position and influence to ensure others engage positively and understand the benefits. ● Recognise role as a senior academic with the responsibility to role model excellent academic practice and collegial behaviour to junior colleagues across the institution and externally. ● Mentoring and supporting colleagues from across the University, both formally and informally. ● Proactively building networks and collaborations internationally.
<p>8) Change and Innovation</p> <p>In a leadership capacity, constructively challenge established practice, structure and process in order to bring about positive change and improved outcomes.</p>	<p>Demonstrate your leadership of embedded process/structure and culture change with sustained benefits at a Department, Faculty or University level. Roles in which you could demonstrate impact at this level are, but are not limited to, Departmental Director, Cross Cutting Director, Faculty Director, and Vice Presidents. Provide a number of examples that display the following characteristics:</p> <ul style="list-style-type: none"> ● Delivery of a combination of Faculty or University vision and strategy, ensuring alignment. ● Considerable and sustained improvement in performance/efficiency. ● Strategically manages internal or external challenges or opportunities. ● Ensures advancements in technology are utilised. ● Demonstrates entrepreneurial ambition.

	<ul style="list-style-type: none"> ● Actively engages a wide range of internal and external colleagues through strategic communications and engagement activity. ● Involves calculated risk and ambition designed to maximise impact and benefit. ● Demonstrates responsibility for diversity and inclusion. ● Contributes to the University's financial sustainability through income generation or savings.
<p>9) Accountable decision making</p> <p>Through a leadership role consistently make accountable, creative and considered decisions in response to a range of emerging issues and opportunities.</p>	<p>Demonstrate your ability to consistently make accountable decisions of large significance that have legal, reputational and financial consequences and that deliver sustained impact and advance strategic agendas. Roles in which you could demonstrate impact at this level are, but are not limited to, Departmental Director, Cross Cutting Director, Faculty Director, and Vice Presidents. Use a number of examples that display the following characteristics:</p> <ul style="list-style-type: none"> ● Evidence/insight based, with evidence of detailed research or enquiry where needed. ● Strategically timed for maximum impact or benefit. ● Ensures engagement of all key internal and external stakeholders in the process. ● Proactive management of the full impact and consequences of decisions, undertaking detailed planning of any mitigating action. ● Demonstrates entrepreneurial ambition. ● Involves calculated risk and ambition, weighing up opportunities and risks. ● Demonstrates responsibility for diversity and inclusion. ● Clear consideration of precedent and long term consequences. ● Clear consideration and proactive management of reputational benefits or risks. ● Clear consideration of legal implications.

Professional Standing and Wider Engagement

Criteria	Evidence of achievement
<p>10) Professional Standing and Wider Engagement (core)</p> <p>One of a very small number of world-leading authorities in the field with an international profile of unequivocal authority, leading high-prestige international collaborations with multiple partners.</p>	<p>Provide a number of examples to demonstrate an appropriate level of professional standing and wider engagement. Examples of achievement in this area include:</p> <ul style="list-style-type: none"> ● Frequently called upon to advise agenda-setting international bodies, or at the inter-governmental level. ● Chairing independent national-level reviews and inquiries. ● Receipt of national/international awards and prizes from major learned societies. ● Invitations to give the most prestigious keynote international lectures. ● Election to chair of a major international academic institute, or chairing the leading world conference for the discipline. ● Editor of leading international journal for the discipline. ● Authority is in significant demand from international partners within and beyond academia, influencing policy and/or driving innovation. ● High profile reviewing of books, acting as an external adviser for prestigious institutions; able to influence national/international policy debates; called upon to give expert opinion in the particular field; frequently invited to conferences and/or to give lecture series by national and or international colleagues. ● Have a significant role outside the University within prestigious accrediting bodies. ● Major contribution to widening participation, schools outreach or public understanding of the discipline. ● Chairing of significant national organisations, charitable boards, governing bodies, trusts. Called upon to give evidence to parliamentary select committees.