



Academic Appointment & Promotions Framework

Academic Pathways

The University has four academic pathways: Research, Learning & teaching, Enterprise and Professional Practice. A balanced academic profile means contributing to all of these areas to some degree but the pathways enable academics to align their activities to the area which best fits their own interests and career goals.

Research

Those on the research pathway are expected to be involved in the production of original research outputs relevant to the discipline e.g., journal articles, monographs, creative works. There is an expectation that income generating activities will be related to research funding or exploitation of research results through knowledge exchange and commercialisation. Applicants on this pathway must have experience of research student supervisions and have achieved doctoral completions.

Learning & Teaching

Applicants on the Learning & Teaching pathway are expected to be involved in the production of pedagogic or original research outputs relevant to the discipline. Applicants must have an excellent standard of personal teaching performance evidenced by feedback, module evaluation and HEA accreditation. Individuals should evidence contribution to the enhancement of student learning/pedagogic innovation through design and development of new programmes and improved employability.

Enterprise

Those on the Enterprise pathway are expected to be involved in developing relationships with business or external partners. There will be the expectation that income generating activities will be related to industry funded research or commercial activities. Applicants should evidence discoveries, inventions and exploitation of intellectual property rights from entrepreneurial and commercial activities which benefit society or the University. You should evidence the application of knowledge, knowledge exchange and commercial activities to improve corporate and/or public sector performance by informing practice, public policy and government or through partnership with the voluntary, cultural or heritage sector.

Professional Practice

Those on the professional practice pathway are expected to be involved in developing relationships with public, private and third sector organisations as well as government and professional bodies to influence the development of policy and practice. Income generating activities could be related to research, government or commercial activities. Your application should evidence the application of knowledge to improve corporate and/or public sector performance by informing practice, public policy and government or through partnership with the voluntary, cultural or heritage sector. You should evidence new ways of engaging students in professional practice, through innovative curricula design or teaching.

Academic achievement across all four pathways is defined in terms of:

- **Esteem**

Academic Profile – recognition of national and international reputation.

Public Engagement – press and media, events and exhibitions and public liaison.

- **Innovation and Impact**

Contribution to Knowledge – outputs, presentations and performance or exhibitions.

Innovation and impact – demonstrable influence on practice, performance, knowledge, products or public policy.

- **Contribution**

Income Generation – grants, external funding and business growth.

Contribution to teaching and development of new programmes

Institutional Citizenship – collaboration with colleagues, active contribution to the successful operation of the University, committee and working group engagement.

- **Academic Leadership**

Capacity building – mentoring and developing staff, postgraduate research supervision, building formal and informal teams and communities of practice within the University.

Resource management – managing teams, projects and resources.

Applicants are expected to demonstrate some evidence against each of the criteria relevant to their academic pathway. They should clearly explain the context and significance of their work and not rely solely on metrics such as journal impact factors and citations.

The panel will exercise balanced academic judgement as to the overall profile, level of achievement and the inherent quality of outputs. As a signatory of DORA the University recognises the importance of using a range of qualitative and normalised quantitative metrics to evidence the intrinsic value of research outputs.

	Esteem	Innovation & Impact	Contribution	Academic Leadership
Lecturer (Grade 6)	Profile that demonstrates at least national standing.	Record of outputs in terms of originality, significance and rigour.	Contribution to generation of external income. Engagement with relevant communities internally and potentially externally.	Providing leadership and support to colleagues within the University, for example as Module Leader or Programme Leader of a small/medium programme.
Associate Professor (Grade 7)	Profile that demonstrates at least national standing and some international engagement.	Track record of outputs of international quality in terms of originality, significance and rigour.	Generation of external income. Engagement with relevant communities internally and externally.	Providing leadership and support to colleagues within the University, for example as Programme Leader of a major programme.
Professor Level 1 (Grade 8)	Developing international reputation as a leader in the field. Leadership positions or awards at national and increasingly international levels, for example, research or professional forums, national/international bodies. Raising profile of the University at the highest national or international levels (for example awards and invitations).	Track record of outputs of quality which are internationally excellent. Demonstrable impact of scholarship on users, for example: high citations and references to contribution, honours by external institutions, development and exploitation of intellectual property.	A track record of securing external funding and support for research activity (as Principal Investigator or key contributor). Track record of networking and collaboration within the university. Leadership in relation to management, support and development of postgraduate research students.	Reputation for supporting, mentoring and bringing on other members of staff in area of scholarship, including Early Career Researchers. Should have a minimum of one doctoral completion. School or faculty level leadership and engagement with University wide groups, committees and projects. Responsibility for organising and deploying resources within area of responsibility.
Professor Level 2 (Grade 9)	International distinction with high level awards and invitations. Evidence of international reputation as a leader in the field.	Work and outputs demonstrating high levels of impact in user groups and academic community.	An established track record of securing external funding and support for research activity (as Principal Investigator or key contributor).* An established track record of networking and collaboration groups within the university.	Influencing and shaping institutional policies and strategy and/or leadership of University wide projects, committees and initiatives. Substantial initiative in leading, developing and supporting colleagues and building of cross institutional teams at national and possibly international levels. Responsibility for organising and deploying resources within large projects or area of work.
Professor Level 3 (Grade 10)	Significant international reputation e.g. awards, prizes of international high order. Influencing national and/or international policy makers.	Evidence of reputation as academically excellent in the field with outputs that are recognised as outstanding at an international level in terms of originality, significance and rigour and work that has significant impact outside the University.	Substantial track record of income generation.* Identifying new opportunities, initiating new and original solutions and approaches within the University.	Advising University Leadership on relevant policy matters and influencing institutional decisions. Creating sustainable teams of communities of practice in relevant area, including developing less experienced staff in leadership roles.

*Funding level should be referenced to UK median for subject area (HESA data)

	Research	Esteem	Innovation & Impact	Contribution	Academic Leadership
Evidence would be expected to show:	<p>E1 Indicators of standing in academic community such as: member/ fellow of professional and subject specific bodies and societies; awards and prizes; conference organising committees; editorial boards and editorships; prestigious visiting appointments; research degree examining; grant awarding committees; peer review of promotion applications.</p> <p>E2 Dissemination of research findings at national and international level; invited key-note speaker at other UK universities and international conferences.</p> <p>E3 Peer review of journal publications in a subject area and associated fields; Book proposals and grant applications for major national or international funding bodies;</p> <p>Chairing at national and international conferences.</p>		<p>I1 Track record of scholarly output which includes a significant contribution to at least 4 papers in the most recent 6 year period which are likely to achieve an average rating of 3* (REF equivalent, judged against current criteria), and with none of these below 2*. (A substantial monograph may substitute for two publications.)</p> <p>I2 Demonstrable growing impact of research on users, for example: high citations, honours by external institutions, references to work by others, recognised contribution to society and the economy; development and exploitation of intellectual property.</p> <p>I3 Leading the development of new programmes and activity built upon research, for example: Knowledge Exchange, Consultancy, CPD or postgraduate provision.</p>	<p>C1 A track record of securing external funding and support for research activity as Principal Investigator or key contributor.</p> <p>C2 Successful delivery of externally funded projects.</p> <p>C3 Substantial record of networking and collaboration within the university.</p> <p>C4 Integrating research into teaching to enhance the student experience.</p> <p>C5 Excellent standard of personal teaching performance at various levels, as evidenced by student feedback, module satisfaction scores, programme and module evaluations, HEA accreditation.</p> <p>C6 Leadership in the management, support and development of research students.</p> <p>C7 Serving on relevant school or University committees and groups.</p>	<p>AL1 Supporting, mentoring and bringing on other members of staff in research area, including Early Career Researchers, to build capacity and capability.</p> <p>AL2 Successful supervision of postgraduate and doctoral students to completion.</p> <p>AL3 Management of specific research projects with evidence of achieving deliverables.</p> <p>AL4 Leading capacity building initiatives and staff development activity and a track record in mentoring or management of staff.</p> <p>AL5 Major contribution to Subject/School strategic planning or policy development.</p> <p>AL6 Contribution to the University international profile through the leadership and development of successful research or teaching partnerships.</p>

Learning & Teaching	Esteem	Innovation & Impact	Contribution	Academic Leadership
<p>Evidence would be expected to show:</p>	<p>E1 Nationally recognised expertise on relevant aspect of learning and teaching in Higher Education with excellent reputation for contribution to improving student learning as evidenced through, for example, awards and prizes; membership of editorial boards and conference organising committees; visiting scholar and keynote invitations; external examining; national HE policy making forums.</p> <p>E2 National or international external invitations in relation to learning, teaching and assessment developments, such as: QAA reviewer, professional body accreditation; external review events.</p> <p>E3 Significant contribution to national networks to support disciplinary and/or generic improvements in the quality of learning and teaching.</p> <p>E4 Dissemination of pedagogical initiatives at a national and international level.</p>	<p>I1 Track record of high-quality outputs relating to pedagogic innovation and/or disciplinary research that has informed teaching at national or international level (including conference peer reviewed and journal publications or textbooks/ textbook chapters, guidance on learning and teaching such as QAA, HEA reports/ guidance).</p> <p>I2 Track-record of contribution to the enhancement of student learning via pedagogic innovation (e.g. in assessment, student engagement, work-related learning, online learning, student retention, graduate employability), evidenced by external examiner's report, improved student recruitment and satisfaction, and improved employability rates.</p> <p>I3 Evidence of influence and impact in the subject group, school and externally.</p> <p>I4 Engagement in, and leadership of, national initiatives to support disciplinary and/or generic improvements in the quality of learning and teaching (for example through professional bodies, QAA or HEA enhancement networks).</p> <p>I5 Integration of research with teaching and learning evidenced through e.g. peer review, external examiner comments.</p>	<p>C1 Evidence of obtaining external funding for teaching related research or the development of teaching, learning or assessment (e.g. JISC, HEA, QAA, SFC/ HEFCE).</p> <p>C2 Design and developing new programmes and curricula contributing to the sustained growth of the student population, new income streams and/ or outstanding student feedback and improved employability.</p> <p>C3 Excellent standard of personal teaching performance at various levels, as evidenced by student feedback, module satisfaction scores, programme and module evaluations, external examiner comments, HEA accreditation.</p> <p>C4 Sustained and strategic engagement with student body (e.g. Students' Association) to enhance the student learning experience.</p> <p>C5 Demonstrable influence on University learning and teaching practice with improvement in the student experience.</p> <p>C6 Serving on relevant school or University committees and groups.</p>	<p>AL1 Mentoring and supporting academic and teaching-related staff.</p> <p>AL2 Leading capacity building initiatives to enhance learning and teaching practice, including (for example) staff development.</p> <p>AL3 Track record of successful supervision of postgraduate research students and/or students for professional qualifications.</p> <p>AL4 Successful track record of leading a team within the University e.g. programme leadership evidenced, for example, by good programme NSS scores.</p> <p>AL5 Supporting others in the development of research into learning and teaching.</p> <p>AL6 Major contribution to Subject/School strategic planning or policy development.</p> <p>AL7 Contribution to the University international profile through the leadership and development of educational partnerships.</p>

Enterprise	Esteem	Innovation & Impact	Contribution	Academic Leadership
<p>Evidence would be expected to show:</p>	<p>E1 Record of success in knowledge transfer to demonstrably improve the performance of business, commerce or industry.</p> <p>E2 High standing in relevant national professional organisations.</p> <p>E3 Active relationships with external bodies or organisations, for example as invited advisory roles and membership of appropriate boards.</p> <p>E4 Contribution to the development of policies and practice in the relevant sector.</p> <p>E5 Major strategic contribution to enhancing the status of the University in enterprise and innovation.</p> <p>E6 Raising the profile of the University through significant public events or communication of research results to external audiences and bodies.</p>	<p>I1 Track record of outputs either academic or enterprise related at national and international level (journal papers, conferences publications, books).</p> <p>I2 Development of new working relationships with business or other external partners for mutual benefit of the University and external organisation.</p> <p>I3 Introduction of new partners to the University in line with strategic ambitions.</p> <p>I4 Discoveries, inventions, patents or exploitation of Intellectual Property Rights and other outputs from entrepreneurial and commercial activities that lead (or are likely to lead) to benefit for the University or society.</p> <p>I5 Leading contribution to the advancement of knowledge transfer at national or international level.</p> <p>I6 Establishing relevant networks or interest groups.</p> <p>I7 Communication of research results to corporate, professional, community and public bodies, leading to changes in practice and policy.</p>	<p>C1 Track record of securing external funding leading to business growth and significant new (profitable) income streams for the University.</p> <p>C2 Application of knowledge to improve corporate and/or public sector performance and quality of life by informing practice, public policy and government and/or through partnership with the voluntary sector, or the cultural and heritage sector.</p> <p>C3 Linking enterprise to the curricula, enhancing engagement of employers with students and the curricula and development of work related opportunities for students.</p> <p>C4 Excellent standard of personal teaching performance at various levels, as evidenced by student feedback, module satisfaction scores, programme and module evaluations, HEA accreditation.</p> <p>C5 Influencing and shaping University policy and process to ensure effective mechanisms are developed for enterprise activity.</p> <p>C6 Serving on relevant school or University committees and groups.</p>	<p>AL1 Successful delivery of enterprise-related projects.</p> <p>AL2 Leadership in the design and delivery of enterprise or “applied” projects, such as knowledge exchange with industry, consultancy services, training or CPD activities.</p> <p>AL3 Effective mentoring of colleagues, developing the skills base in enterprise activity.</p> <p>AL4 Successful track record of leading a team within the University e.g. programme leadership evidenced, for example, by good programme NSS scores.</p> <p>AL5 Track record of successful supervision of postgraduate research students and/or students for professional qualifications.</p> <p>AL6 Leading capacity building initiatives and staff development activity.</p> <p>AL7 Collaboration with, and influencing of, colleagues within the University in the development of enterprise activity.</p>



Evidence would be expected to show:	Esteem	Innovation & Impact	Contribution	Academic Leadership
<p>E1 Indicators of standing in the professional community such as: membership or fellowship of professional or subject specific bodies or learned societies; awards and prizes; conference organising committees; editorial boards, grant awarding committees prestigious visiting appointments; consultant or advisor to government or professional bodies at national or international level.</p> <p>E2 Excellent reputation as an intellectual leader within the relevant profession as evidenced by: awards, invited talks, appointment as external expert; service on advisory boards, national and international organisations and agencies; contribution to policy development or implementation.</p> <p>E3 Raising the profile of the University through significant public events or communication of research results to external audiences and bodies.</p>	<p>I1 Track record of high quality relevant outputs at national or international level (peer reviewed journal papers, conferences publications, books/chapters, creative works, performances).</p> <p>I2 Other forms of externally recognised professional practice of a standing equivalent to regular publication of original research.</p> <p>I3 Evidence of changing professional practice or thinking within the profession, including beyond the education sector.</p> <p>I4 Influence on national policy debates within the field.</p> <p>I5 Development of new working relationships with external partners for the mutual benefit of the University and partners.</p> <p>I6 Developing new ways of engaging students in professional practice, through innovative curricula design or teaching.</p>	<p>C1 Generation of external funding for scholarly work.</p> <p>C2 Evidence of influencing policy or practice within the discipline external to Higher Education.</p> <p>C3 Demonstrable commitment to public engagement.</p> <p>C4 Linking professional practice to the curricula, enhancing engagement of employers with students and the curricula.</p> <p>C5 Excellent standard of personal teaching performance at various levels, as evidenced by student feedback, module satisfaction scores, programme and module evaluations, HEA accreditation.</p> <p>C6 Development of practice related, work based or volunteering opportunities for students.</p> <p>C7 Influencing and shaping University policy and practice to enhance engagement with external communities and practitioners.</p> <p>C8 Collaboration with, and influencing of, colleagues within the University in the development of professional activities.</p> <p>C9 Serving on relevant school or University committees and groups.</p>	<p>AL1 Leadership and mentoring of colleagues in developing professional networks, activities and profile.</p> <p>AL2 Successful track record of leading a team within the University e.g. programme leadership evidenced, for example, by good programme NSS scores.</p> <p>AL3 Effective engagement with, and mentoring of, colleagues.</p> <p>AL4 Influencing strategy and policy development within the School or wider University.</p> <p>AL5 Track record of successful supervision of postgraduate research students and/or students for professional qualifications.</p> <p>AL6 Leading capacity building initiatives and staff development activity and evidence of continuous improvement of training programmes.</p> <p>AL7 Leadership in embedding and implementing evidence-based practice in the professional discipline.</p>	