



University of Essex



Permanency and promotion criteria for academic staff

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Table of Contents

Permanency and promotion criteria for academic staff	1
Principles	2
Guidance	3
Pathway 1 – Academic staff with education and research responsibilities (ASER)	4
<hr/>	
Lecturer G9 Grade Descriptor	4
Senior Lecturer G10 Grade Descriptor	7
Reader G10 Grade Descriptor	10
Professor G11 Grade Descriptor	13
Pathway 2 - Academic staff primarily with education responsibilities (ASE)	16
<hr/>	
Lecturer G7 Grade Descriptor	16
Lecturer G8 Grade Descriptor	17
Lecturer G9 Grade Descriptor	19
Senior Lecturer G10 Grade Descriptor	21
Professor (ASE) G11 Grade Descriptor	24
Pathway 3 – Academic staff primarily with research responsibilities (ASR)	27
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Research Officer G7 Grade Descriptor	27
Senior Research Officer G8 Grade Descriptor	29
Research Fellow G9 Grade Descriptor	31
Senior Research Fellow G10 Grade Descriptor	33
Reader G10 Grade Descriptor	35
Professor (ASR) G11 Grade Descriptor	38

Permanency and promotion criteria for academic staff

“Our mission is to contribute to society through excellence in education and excellence in research”

1. The purpose of the University is to contribute to society through excellence in education and research. The University Strategy 2019 – 2025 sets out our mission of excellence in education and research for the benefit of individuals and communities. We have three categories of academic staff:
 - A. **Academic Staff with Education and Research responsibilities (ASER).** The majority of academic staff will have education and research responsibilities and we see this as core to our identity as a dual-intensive university. This group of staff have an equal commitment to excellence in education and research.
 - B. **Academic Staff primarily with Education responsibilities (ASE).** In a number of areas our staff will focus on education responsibilities. This will notably be in disciplines where the development of technical or linguistic skills are at the heart of our education, or where it is essential that practitioners deliver modules to satisfy professional and regulatory requirements.
 - C. **Academic Staff primarily with Research responsibilities (ASR).** In a number of areas, academic staff are appointed to contracts of employment that are mostly focused on research, but may have some education duties.

Principles

2. Academic staff in each category are equally valued for the distinct contribution they make to delivering our mission, based on their contract of employment.
3. For all academic staff a shared principle is that there is a clear career ladder involving a supportive period called 'Pathway to Permanency' (where applicable) and a promotion system.
4. To underscore the parity of esteem, ASER and ASE staff have the same titles for grades 9, 10 and 11, with the exception of Reader which remains a title at the Grade 10 level for ASER. For ASR staff, the titles are Research Officer, Senior Research Officer, Research Fellow, Senior Research Fellow, Reader and Professor.
5. An application for permanency and/or promotion is an evidence-based process and all statements regarding performance should be supported by evidence. All criteria at all levels and in all three pathways have been benchmarked against National Role Profiles.
6. The University is committed to treating all staff in a fair and transparent way consistent with our equality and diversity policies.
7. The granting of permanency means successful completion of the Pathway to Permanency period and confirmation of the contractual status of a member staff in relation to their current contract of employment.
8. Any publications referred to in an application should be uploaded in the appropriate format to the University of Essex Research Repository.
9. For each category of academic staff the following criteria are used:
 - A. **Academic Staff with education and research responsibilities (ASER):** Significant and sustained performance in each of research, education, and leadership/citizenship.
 - B. **Academic Staff primarily with education responsibilities (ASE):** Significant and sustained performance in each of scholarship/professional practice, education, and leadership/citizenship.
 - C. **Academic Staff primarily with research responsibilities (ASR):** Significant and sustained performance in each of research, education (where relevant) and leadership/citizenship.

Guidance

10. An application should contain evidence demonstrating that the member of staff is working at the level required for permanency/promotion. Applicants are expected to demonstrate achievement on a range of indicators across all the relevant categories. Strong overall performance can be achieved by exceptional performance in a fewer number of areas even if there is reduced activity in other areas (with the exception of items for the REF: see para 12). In coming to a decision, ASC will consider discipline-specific volume and quality of indicators, and will always consider the overall profile of applicants.
11. The criteria should be read in conjunction with the principles and standards set out in both the education and research strategies: [University strategic plan | University of Essex](#)
12. Applicants should make reference to approved University norms in regard to REF publications: all staff for whom research is part of their contract who are eligible for submission to the REF are on a regular publication cycle in the highest status outlets.
13. Fellowship of the Higher Education Academy (HEA) is important recognition of excellence in education. All staff who teach and support learning will be actively encouraged to obtain professional accreditation, for example through CADENZA, the University's professional development framework. Where a member of staff applying for promotion has not already been awarded a fellowship, which is one indicator of performance, they will be encouraged to achieve this within two years of promotion.
14. An important measure of teaching quality is that both classroom-based and non-classroom e.g. Moodle-related, should be subject to peer observation at least once every two years, with candidates also observing the teaching of colleagues as requested by the Head of Department. Demonstrating quality of education by reference to SAMT returns will take account of variations across and within departments.
15. While the whole academic profile of a member of staff is considered, including relevant contributions and achievements prior to employment at the University of Essex, ASC will be paying particular attention to those achievements since appointment to the University of Essex and/or since a previous promotion, and these need to be clearly identified in all cases.

Pathway 1 – Academic staff with education and research responsibilities (ASER)

Lecturer G9 Grade Descriptor

Role holders at this level typically combine education and research responsibilities in ways appropriate to the early stage of an academic career.

Criteria	Evidence
Research	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Published work (or work accepted for publication) which as a minimum meets the University’s expectations for the publication of REF-submissible items; ■ External research funding, appropriate in scale to the discipline; ■ Supervises or co-supervises the number of post-graduate research students appropriate for the discipline to successful completion; ■ Evidence of submitted high quality research grant applications appropriate in scale to the discipline; ■ Knowledge exchange activity related to the impact of research; ■ Other scholarly publications not intended for the REF; ■ Delivery of presentations at national events or conferences.

Criteria	Evidence
Education	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Demonstrates quality education provision evidenced with reference to SAMT¹ scores/returns and other supporting evidence; ■ Reviews the curriculum and modes of learning, teaching and assessment of the teaching for which they are responsible and take appropriate action; ■ Demonstrates an active commitment to continuing professional development in relation to education and reflective learning; ■ Has achieved Fellowship from the Higher Education Academy; ■ Undertakes supervision of taught master's student projects appropriate for the discipline; ■ Scholarly engagement in teaching issues and pedagogy; ■ Designs teaching materials and delivers across a range of modules or within a subject area; ■ Uses a range of appropriate teaching, learning support and assessment methods; ■ Challenges thinking, fosters debate and develops the ability of students to engage in critical discourse and rational thinking; ■ Contributes to the planning, design and development of objectives and material, identifying areas for improvement and innovation; ■ Contributes to the accreditation of courses and quality control processes.

¹ Student Assessment of Modules and Teaching

Criteria	Evidence
<p>Leadership/ Citizenship</p>	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Discharges well either one significant administrative responsibility in a department or a range of responsibilities (e.g. serving as course leader or module leader); ■ Participates in and develops external networks, for example to contribute to student recruitment, student placements, to facilitate outreach work, generate incomes or to obtain consultancy projects; ■ Undertakes peer mentoring of colleagues new to teaching, on the request of the Head of Department. ■ Shows initiative in relevant knowledge exchange activities, such as developing consultancy work or liaising with public sector organisations on behalf of the University ■ Contributes to the discipline, for example by reviewing papers or proposals and by membership of relevant committees;

Senior Lecturer G10 Grade Descriptor

At Senior Lecturer level the role holder will have extensive academic experience, which includes significant and sustained contributions in education, research and leadership.

Criteria	Evidence
<p>Research</p>	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Published work (or work accepted for publication) which as a minimum meets the University’s expectations for the publication of REF-submissible items; ■ An upward trajectory of significant external research funding, appropriate in scale to the discipline; ■ Supervises the number of post-graduate research students appropriate for the discipline to successful completion; ■ Preparation and submission of high quality research grant applications (as indicated by external grading); ■ National recognition with a developing international research reputation; ■ Recognition as an authority within their research specialisation; ■ Enterprise, innovation and other activities contributing to knowledge transfer with business, the public sector and the community; ■ Invitations to speak at national and/or international conferences; ■ Takes a lead in steering the research strategy at department or sub-departmental level; ■ Major contribution to cross-departmental and inter-University research projects; ■ An established reputation with external bodies/clients; ■ Leads and wins bids/opportunities/collaboration with other institutions and bodies producing demonstrable benefits to the University.

Criteria	Evidence
Education	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Demonstrates quality of education provision evidenced with reference to SAMT scores/returns and other supporting evidence; ■ Reviews the curriculum and modes of learning, teaching and assessment of the teaching for which they are responsible and take appropriate action; ■ Demonstrates an active commitment to continuing professional development in relation to education and reflective learning; ■ Has achieved recognition from the HEA as a Fellow or higher (e.g Senior); ■ Successful incorporation of subject and pedagogic research and/or scholarship into learning and assessment as part of an integrated approach to academic practise; ■ Designs, develops and delivers a range of programmes of study, that meet quality standards; ■ Reviews and updates course content and materials with appropriate reference to competitors, employer requirements and international expectations of the discipline; ■ Applies innovative and appropriate teaching techniques and materials e.g. e-assessment and the creative use of electronic resources; ■ Challenges thinking, fosters debate and develops the ability of students to engage in critical discourse and rational thinking;

Criteria	Evidence
Leadership/ Citizenship	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Successfully undertakes departmental leadership roles, for example: Director of Employability, Director of Recruitment, Departmental Ethics Officer, Director of Education or Departmental Impact Officer; ■ Membership of and contribution to Faculty or University committees, or task and finish groups; ■ Significant contribution to the discipline, for example by editing for journals and by membership of professional or government bodies; ■ Successful marketing of courses designed to attract new client groups/meet employer needs; ■ Membership of University PhD progress review boards; ■ Acts as an external examiner for taught courses; ■ Acts as an internal/external examiner for research students; ■ Acts as a mentor/peer mentor to colleagues, on the request of the Head of Department; ■ Provides academic leadership by organising /planning the work of a team ■ Management of one or more research groups; ■ Undertakes substantial collaboration with external organisations, either public sector or commerce/industry to further knowledge exchange activities; ■ Has a significant public profile e.g. in the media or through giving public lectures

Reader G10 Grade Descriptor

Building on the achievements required at Senior Lecturer level, those applying for promotion to Reader will demonstrate satisfactory performance in all categories, although the main decisive area will be research, specifically a high quality and consistent research record and international standing within the discipline.

Criteria	Evidence
<p>Research</p>	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Published work (or work accepted for publication) which as a minimum meets the University's expectations for the publication of REF-submissible items; ■ Significant (invited or plenary) presentations at international conferences; ■ Significant and sustained success in obtaining external research income appropriate in scale to the discipline; ■ Above average volume of quality publications in leading peer-reviewed journals and as measured by norms for the discipline; ■ Supervision of an above average number of post-graduate research students for the discipline to successful completion; ■ Preparation and submission of high quality grant applications; ■ Other scholarly publications that are not REF submissible; ■ Prizes and awards, appointments to national or international bodies, or other forms of external recognition; ■ Demonstrable impact of own research; ■ Research reputation of international standing and recognition as an authority within their research specialisation; ■ Major contribution to cross-departmental and inter-University research projects; ■ An established reputation with external bodies/clients; ■ Leads and wins bids/opportunities/collaboration with other institutions and bodies producing demonstrable benefits to the University.

Criteria	Evidence
Education	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Demonstrates quality of education provision evidenced with reference to SAMT scores/returns and other supporting evidence; ■ Reviews the curriculum and modes of learning, teaching and assessment of the teaching for which they are responsible and take appropriate action; ■ Demonstrates an active commitment to continuing professional development in relation to education and reflective learning; ■ Has achieved recognition from the HEA as a Fellow or higher (e.g Senior); ■ Successful incorporation of subject and pedagogic research and/or scholarship into learning and assessment as part of an integrated approach to academic practise; ■ Designs, develops and delivers a range of programmes of study that meet quality standards; ■ Reviews and updates course content and materials with appropriate reference to competitors, employer requirements and international expectations of the discipline; ■ Applies innovative and appropriate teaching techniques and materials e.g., e-assessment and the creative exploitation of electronic resources; ■ Challenges thinking, fosters debate and develops the ability of students to engage in critical discourse and rational thinking;

Criteria	Evidence
<p>Leadership/ Citizenship</p>	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Successfully undertaken departmental leadership roles, for example: Director of Employability, Director of Recruitment, Departmental Ethics Officer, Director of Education or Departmental Impact Officer; ■ Membership of and contribution to Faculty or University committees, or task and finish groups; ■ Significant contribution to the discipline, for example by editing for journals, reviewing proposals and by membership of professional or government bodies; ■ Membership of PhD supervisory boards; ■ Acts as an external examiner for taught courses; ■ Acts as an internal/external examiner for research students; ■ Acts as a mentor/peer mentor to colleagues, on the request of the Head of Department; ■ Provides academic leadership by organising /planning the work of a team ■ Management of one or more research groups; ■ Undertakes substantial collaboration with external organisations, either public sector or commerce/industry to further knowledge exchange activities; ■ Has a significant public profile e.g. in the media or through giving public lectures.

Professor G11 Grade Descriptor

Provides senior academic leadership and demonstrates sustained excellence in research and education.

Criteria	Evidence
<p>Research</p>	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Published work (or work accepted for publication) which as a minimum meets the University's expectations for the publication of REF-submissible items; ■ Other high quality scholarly publications that are not REF submissible; ■ Sustained record of income generation substantially above the average annual external income for the discipline; ■ Sustained record of supervising an above average number of post-graduate research students and/or research staff for the discipline to successful completion; ■ Demonstrable impact of research included in at least one REF impact case study; ■ Research reputation of international standing. ■ Significant (invited or plenary) presentations at international conferences; ■ Consulted by national/international research bodies (e.g. government, research council) on strategy or participation on panels; ■ Leadership of a research group or of a major research field; ■ Above average academic impact relative to disciplinary norms; ■ Leadership of cross university research initiatives.

Criteria	Evidence
Education	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Demonstrates quality of education provision evidenced with reference to SAMT scores/returns and other supporting evidence; ■ Reviews the curriculum and modes of learning, teaching and assessment of the teaching for which they are responsible and take appropriate action; ■ Demonstrates an active commitment to continuing professional development in relation to education and reflective learning; ■ Has achieved recognition from the HEA as a Fellow or higher (e.g. Senior or Principal); ■ Oversees the design and development of the overall curricula; ■ Major pedagogy development; ■ Leads the development and clarification of academic standards for the subject area; ■ Contributes to the development of academic policies across the institution; ■ Develops the quality assurance framework within the University's overall framework e.g. validation/re-validation of courses; ■ Develops innovative approaches to course delivery, ensuring delivery achieves the educational standards of the department.

Criteria	Evidence
Leadership/ Citizenship	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Undertakes a strategic leadership role within the department e.g. Head of Department, Director of Research or Director of Education; ■ Membership of University committees; ■ Leadership of large research grants with one or more co-investigators; ■ Active leadership role in learned societies; ■ Significant ongoing contribution to the discipline, for example by membership of editorial boards, reviewing proposals and appointment to leadership of professional and government bodies; ■ Serves as Director of University Research centre(s)/institute(s); ■ Demonstrates change or impact on aspects of society, culture or the economy; ■ An established reputation and acknowledged expertise with senior managers in client organisations and/or professional associations; ■ Substantial contribution to, and evidence of, strategic leadership at least at regional level and continuing excellence in professional practice; ■ Leadership of academic networks with other institutions which bring benefit to the University; ■ Evidence of a leadership role in initiating, developing and/or sustaining public and community engagement to the benefit of the University; ■ Major achievement in knowledge exchange activities such as establishment of a successful spin out company, exploitation of intellectual property rights, or leading a major consultancy activity; ■ Exercise of management and leadership qualities at university level.

Pathway 2 - Academic staff

primarily with education responsibilities (ASE)

Lecturer G7 Grade Descriptor

A first academic educational or tutoring role with related administrative duties.

Criteria	Evidence
Scholarship and Professional Practice	Indicators of performance at this level: <ul style="list-style-type: none"> ■ Evidence of continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice; ■ Contribution to individual field of expertise; ■ Reflects on practice and the development of teaching and learning skills.
Education	Indicators of performance at this level: <ul style="list-style-type: none"> ■ Demonstrates quality of education provision evidenced with reference to SAMT scores/returns and other supporting evidence; ■ Reviews the curriculum and modes of learning, teaching and assessment of the teaching for which they are responsible and take appropriate action; ■ Demonstrates an active commitment to continuing professional development in relation to education and reflective learning; ■ Has achieved recognition from the HEA as a Fellow; ■ Carries out teaching and assessment within a clear and established programme with assistance and support; ■ Contributes to the development of examination questions;

Criteria	Evidence
	<ul style="list-style-type: none"> Assesses student progress and provides timely feedback.
Leadership/ Citizenship	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> Manages with guidance own teaching and administrative duties; Active involvement in general departmental activities e.g. open days, staff meetings, and relevant committees; Supports knowledge exchange activity, e.g. liaison with public sector organisations or businesses on behalf of the department

Lecturer G8 Grade Descriptor

An education focused role, with related administrative duties, building on the responsibilities of a G7 Lecturer.

Criteria	Evidence
Scholarship and Professional Practice	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> Evidence of continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice; Contribution to individual field of expertise; Reflects on practice and the development of own teaching and learning skills.
Education	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> Demonstrates quality of education provision evidenced with reference to SAMT scores/returns and other supporting evidence; Reviews the curriculum and modes of learning, teaching and assessment of the teaching for which they are responsible and take appropriate action; Demonstrates an active commitment to continuing professional development in relation to education and reflective learning;

Criteria	Evidence
	<ul style="list-style-type: none"> ■ Has achieved recognition from the HEA as a Fellow; ■ Teaches within an established programme of study; ■ Teaches in a variety of settings from small group tutorials to large lectures; ■ Uses a variety of methods to facilitate learning and knowledge transfer; ■ Identifies learning needs of students and defines appropriate learning objectives; ■ Ensures that content, methods of delivery and learning materials meet the defined learning objectives; ■ Challenges thinking, fosters debate and develops the ability of students to engage in critical discourse and rational thinking; ■ Selects appropriate methods of assessment and criteria to assess the work and progress of students; ■ Provides timely and constructive feedback to students; ■ Proactively seeks ways to improve performance by reflecting on teaching design and delivery and obtaining and analysing feedback; ■ Supervises students' projects, fieldwork and placements.
Leadership/ Citizenship	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Discharges departmental responsibilities effectively e.g. effective participation in departmental work groups; ■ Active involvement in formal departmental general activities e.g. open days, staff meetings, relevant committees; ■ Collaborates with colleagues on course development and curriculum changes. ■ Participates in knowledge exchange activity, e.g. liaison with public sector organisations or businesses on behalf of the department; ■ Contributes to the development and delivery of non credit-bearing accredited courses or training

Lecturer G9 Grade Descriptor

An education-focused academic role where the role holder is able to demonstrate continued contribution to the education provision for the discipline.

Criteria	Evidence
<p>Scholarship and Professional Practice</p>	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Successful incorporation of subject and pedagogic research and/or scholarship into learning and assessment as part of an integrated approach to academic practice; ■ Contribution to individual field of expertise; ■ Conducts individual or collaborative scholarly projects; ■ Identifies sources of funding and contributes to the process of securing funds for own scholarly activities; ■ Applies knowledge acquired from scholarship to teaching and appropriate external activities; ■ Develops and produces learning material and disseminate the results of scholarly activity; ■ Active commitment to maintaining own professional practice.
<p>Education</p>	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Demonstrates quality of education provision evidenced with reference to SAMT scores/returns and other supporting evidence; ■ Reviews the curriculum and modes of learning, teaching and assessment of the teaching for which they are responsible and take appropriate action; ■ Demonstrates an active commitment to continuing professional development in relation to education and reflective learning; ■ Has achieved recognition from the HEA as a Fellow; ■ Designs teaching materials and delivers across a range of modules or within a subject area;

Criteria	Evidence
	<ul style="list-style-type: none"> ■ Supervises the number of post-graduate taught students appropriate for the discipline; ■ Uses a range of appropriate teaching, learning support and assessment methods; ■ Challenges thinking, fosters debate and develops the ability of students to engage in critical discourse and rational thinking; ■ Supervises student projects, field trips and/or placements; ■ Contributes to the planning, design and development of objectives and material, identifying areas for improvement; ■ Contributes to the accreditation of courses and quality assurance processes.
Leadership/ Citizenship	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Engages with appropriate external networks of contacts around the interests of the department and University; ■ Discharges well either one significant responsibility in a department or a range of responsibilities e.g. serving as Course Leader or Module Leader; ■ Participates in and develops external networks, for example to contribute to student recruitment, student placements, to facilitate outreach work, generate income or to obtain consultancy projects; ■ Undertakes peer mentoring of colleagues new to teaching, on the request of the Head of Department; ■ Shows initiative in relevant knowledge exchange activities, such as developing consultancy work or liaising with public sector organisations on behalf of the University; ■ Raises the profile of the University through participation in external networks ■ Identifies opportunities for CPD and contributes to the development and delivery on non credit-bearing courses or training

Senior Lecturer G10 Grade Descriptor

At Senior Lecturer level the role holder will have extensive academic experience, which includes significant and sustained contributions in education, scholarship and leadership

Criteria	Evidence
<p>Scholarship and Professional Practice</p>	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Successful incorporation of subject and pedagogic research and/or scholarship into learning and assessment as part of an integrated approach to academic practice; ■ Contribution to individual field of expertise at national level; ■ Promoted research into teaching and learning, and disseminate best practice within and outside the institution; ■ Leads bids for funding to support teaching and scholarship at departmental or institutional level; ■ Disseminated academic scholarship to the wider public and/or to professional bodies; ■ Presentation of invited papers at conferences and workshops, both national and international; ■ Published text books, papers, articles or reviews in academic journals or elsewhere; ■ Constructed websites or other learning platforms e.g. for distance learning; ■ Gives invited public lectures; ■ Undertaken pedagogic and practitioner research as well as scholarship in the subject area; ■ Published scholarly publications which are critical, reflective and evaluative of teaching, and which advance our ideas on how a subject should be taught; ■ Active commitment to enhancing own professional practice.

Criteria	Evidence
Education	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Demonstrates quality of education provision evidenced with reference to SAMT scores/returns and other supporting evidence; ■ Reviews the curriculum and modes of learning, teaching and assessment of the teaching for which they are responsible and take appropriate action; ■ Demonstrates an active commitment to continuing professional development in relation to education and reflective learning; ■ Has achieved recognition from the HEA as a Fellow or higher (e.g. Senior); ■ Designs, develops and delivers a range of programmes of study; ■ Supervises the number of post-graduate research students appropriate for the discipline; ■ Reviews and updates course content and materials with appropriate reference to competitors, employer requirements and international expectations of the discipline; ■ Challenges thinking, fosters debate and develops the ability of students to engage in critical discourse and rational thinking; ■ Applies innovative and appropriate teaching techniques and materials e.g., e-assessment and the creative exploitation of electronic resources; ■ Ensures that course design and delivery complies with quality standards; ■ Development and successful marketing of curricula or methods of teaching designed to attract new client groups/meet employer needs.

Criteria	Evidence
<p>Leadership/ Citizenship</p>	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Undertakes a leadership role within the department, such as Director of Education or Director of Employability; ■ Membership of University committees or task and finish groups; ■ Takes on significant responsibility for a range of curricula; ■ Contributes substantially to the development of the academic policies of the institution, including strategies for teaching, learning and quality assurance; ■ Membership of Departmental Education Committee; ■ Makes a significant contribution to module/curriculum development and planning; ■ Develops and successfully markets curricula or methods of teaching designed to attract new client groups/meet employer needs; ■ Makes a major contribution made to successful cross-departmental projects; ■ Has an established reputation with external agencies/clients and portfolio of activities that lead to financial, reputational or other significant benefits to the University; ■ Acts as a mentor to support the development of staff as requested; ■ Acts as external examiner for taught courses; ■ Undertakes substantial collaboration with external organisations, either public sector or commerce/industry to further knowledge exchange activities ■ Develops bespoke CPD programmes/summer schools for relevant professions ■ Has a significant public profile e.g. in the media or through giving public lectures.

Professor (ASE) G11 Grade Descriptor

Provides senior academic leadership and demonstrates sustained excellence in scholarship and education.

Criteria	Evidence
<p>Scholarship and Professional Practice</p>	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Championed an integrated approach to research and scholarship across the University and/or externally; ■ Conducts research into learning methodologies and disseminates best practice; ■ Successful incorporation of subject and pedagogic research and/or scholarship into learning and assessment as part of an integrated approach to academic practice; ■ An established reputation and acknowledged expertise with senior leadership in client organisations and/or professional and/or regulatory bodies and associations; ■ Contribution to individual field of expertise at international level; ■ Substantial contribution to, and evidence of, strategic leadership at least at regional level; ■ Continuing excellence in professional practice; ■ Scholarly publications which are critical, reflective and evaluative of teaching, and which advance our ideas on how a subject should be taught; ■ A sustained record of income generation in the field of education activities substantially above the departmental norm; ■ Evidence of substantial influence and external recognition both nationally and internationally. ■ Led bids for funding at departmental or institutional level

Criteria	Evidence
Education	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Demonstrates quality of education provision evidenced with reference to SAMT scores/returns and other supporting evidence; ■ Reviews the curriculum and modes of learning, teaching and assessment of the teaching for which they are responsible and take appropriate action; ■ Demonstrates an active commitment to continuing professional development in relation to education and reflective learning; ■ Has achieved recognition from the HEA as a Fellow or higher (e.g. Senior or Principal); ■ Overseen the design and development of the overall curricula; ■ Sustained record of supervising an above average number of post-graduate research students and/or research staff for the discipline; ■ Led the development and clarification of academic standards for the subject area; ■ Contributes to the development of academic policies across the institution; ■ Develops the quality assurance framework within the University's overall framework e.g. validation/re-validation of courses; ■ Develops innovative approaches to course delivery, ensuring delivery achieves the educational standards of the department.

Criteria	Evidence
<p>Leadership/ Citizenship</p>	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Undertakes a strategic leadership role within the department e.g. Head of Department, Director of Education; ■ Membership of University committees or task and finish groups; ■ Active leadership in Learned societies; ■ Demonstrates change or impact on aspects of society, culture or the economy; ■ Leads academic networks with other institutions which bring benefit to the University; ■ Evidence of a leadership role in initiating, developing and/or sustaining public and community engagement to the benefit of the University; ■ Major achievements in knowledge exchange activities such as chairing national policy committees, collaborating with external organisations or leading relevant external national and international networks; ■ Exercise of management and leadership qualities at university level.

Pathway 3 – Academic staff

primarily with research responsibilities (ASR)

Academic staff on this pathway will predominantly undertake research, with the appropriate leadership and citizenship. The requirement for promotion is therefore to be assessed against these two criteria. If education work is undertaken by agreement with the Head of Department, then this can be assessed against the Education criteria, although it is not a requirement for promotion in this pathway.

Research Officer G7 Grade Descriptor

A member of staff whose role is predominantly to undertake research projects under the direction of a Principal Investigator.

Criteria	Evidence
Research	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Undertakes basic, practical elements of research such as setting up and conducting experiments, developing questionnaires and conducting fieldwork, recording data and identifying trends or patterns; ■ Works under the direction of a Principal Investigator or supervisor to produce research reports and contribute to publications; ■ Continues to update knowledge and develop research skills; ■ Involvement in activities designed to ensure that appropriate impact of the research (outside academia) is achieved; ■ Delivery of non-credit-bearing training courses / CPD courses.

Criteria	Evidence
Education (where relevant)	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Demonstrates quality of education provision evidenced with reference to SAMT scores/returns and other supporting evidence; ■ Reviews the curriculum and modes of learning, teaching and assessment of the teaching for which they are responsible and take appropriate action; ■ Ensures that their own teaching, both classroom-based and non-classroom e.g. Moodle-related, is subject to peer observation at least once every two years, and observe the teaching of colleagues as requested by the Head of Department; ■ Demonstrates an active commitment to continuing professional development in relation to education; ■ Has achieved recognition from the HEA as a Fellow.
Leadership/ Citizenship	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Actively participates as a collaborative member of a research team; ■ Attends and contributes to relevant departmental or other meetings; ■ Supports knowledge exchange activities, for example by contributing to research projects funded by commerce, industry or public sector organisations.

Senior Research Officer G8 Grade Descriptor

A more experienced Research Officer than required at Grade 7, who primarily undertakes research projects under the direction of a Principal Investigator and who may have previous experience working on relevant research projects within the same discipline

Criteria	Evidence
<p>Research</p>	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Develops research objectives and proposals for own or joint research under the direction of or with the assistance of a Principal Investigator/Supervisor; ■ Conducts collaborative research projects; ■ Writes up research work for publication; ■ Gives presentations at conferences, seminars at appropriate events; ■ Assists with PhD supervision, with guidance as required; ■ Contributes to the development and maintenance of research resources (examples of which include household surveys, databases, specialist equipment and infrastructure, software packages and computer models) used within the Department or wider user community external to the Department; ■ Involvement in activities designed to ensure that appropriate impact of the research (outside academia) is achieved; ■ Delivery of non-credit-bearing training courses / CPD courses. ■ Contributes to setting up new initiatives; ■ Represents the department's activities with groups outside the department and the University; ■ Contributes to applications for external funding as co-investigator or recognised researcher.

Criteria	Evidence
Education (where relevant)	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Demonstrates quality of education provision evidenced with reference to SAMT scores/returns and other supporting evidence; ■ Reviews the curriculum and modes of learning, teaching and assessment of the teaching for which they are responsible and take appropriate action; ■ Demonstrates an active commitment to continuing professional development in relation to education and reflective learning; ■ Has achieved recognition from the HEA as a Fellow; ■ Successful planning of the curriculum and course design across a range of modules designed for a range of audiences; ■ Exemplification of teaching materials; ■ Applies best practice and current thinking to learning.
Leadership/ Citizenship	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Manages own research and administrative activities; ■ Participates in internal networks or groups to exchange information; ■ Engages in activities which increase the public's understanding of the discipline e.g. public lectures or demonstrations or activities that support external users of research resources.

Research Fellow G9 Grade Descriptor

A research-focused academic (normally post-doctoral) working independently on research and raising research funding.

Criteria	Evidence
<p>Research</p>	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Published work (or work accepted for publication) which as a minimum meets the University's expectations for the publication of REF-submissible items. ■ Other scholarly publications that are not REF submissible; ■ Leads research programmes; ■ Prepares and submits high quality grant applications as principal investigator; ■ Generates external research income appropriate in scale to the discipline; ■ Supervision of an average number of post-graduate research students for the discipline to successful completion; ■ Independently develops research objectives, projects and proposals; ■ Occasional invited speaker at events of international status; ■ Published work in appropriate outlets (e.g. leading journals/conference proceedings/books) or other media with evidence of impact within the discipline; ■ Builds external networks of contacts around the interests of the department; ■ Involvement in activities designed to ensure that appropriate impact of the research (outside academia) is achieved; ■ Gives presentations at conferences, seminars at appropriate events; ■ Responsible for or making a significant contribution to the development and maintenance of research resources (examples of which include household surveys, databases, specialist equipment and infrastructure, software packages and computer models) used

Criteria	Evidence
	<p>within the Department or wider user community external to the Department;</p> <ul style="list-style-type: none"> ■ Leading or contributing to activities designed to ensure that appropriate impact of the research (outside academia) is achieved; ■ Delivery of non-credit-bearing training courses / CPD courses.
Education (where relevant)	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Demonstrates quality of education provision evidenced with reference to SAMT scores/returns and other supporting evidence; ■ Reviews the curriculum and modes of learning, teaching and assessment of the teaching for which they are responsible and take appropriate action; ■ Demonstrates an active commitment to continuing professional development in relation to education and reflective learning; ■ Has achieved recognition from the HEA as a Fellow;
Leadership/ Citizenship	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Collaborates actively both internally and externally to complete research projects and advance thinking; ■ Has responsibility for leading on small research projects or defined areas of larger projects; ■ Contributes to the discipline, for example by reviewing papers or proposals and by membership of relevant committees; ■ Participates in and develop external networks, for example to identify sources of funding, generate income, obtain consultancy projects or build relationships for future activities; ■ Acts as a peer mentor as requested by the Head of Department.

Senior Research Fellow G10 Grade Descriptor

A more experienced Research Fellow who provides research leadership and is able consistently to generate substantial external funding for research.

Criteria	Evidence
<p>Research</p>	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Published work (or work accepted for publication) which as a minimum meets the University's expectations for the publication of REF-submissible items; ■ Published other scholarly work that is not REF submissible; ■ Significant and sustained success in obtaining external research income as Principal Investigator, appropriate in scale to the discipline; ■ Supervision of an above average number of post-graduate research students for the discipline to successful completion; ■ Prepared and submitted high quality grant applications; ■ Research reputation of national standing and recognition as an authority within their research specialisation; ■ Acts as Principal Investigator or Co-Investigator on major research projects; ■ Above average quality of research output as measured by norms for the discipline, ■ Takes a lead in steering the research strategy at department or sub-departmental level; ■ Frequent invited speaker at events of international status; ■ Made major contribution to cross-departmental and inter-University research projects; ■ An established reputation with external bodies/clients; ■ Led and wins bids/opportunities/collaboration with other institutions and bodies producing demonstrable benefits to the University;

Criteria	Evidence
	<ul style="list-style-type: none"> ■ Patents awarded as sole or joint inventor; ■ Given presentations at conferences, seminars at appropriate events ■ Responsible for the development and maintenance of research resources (examples of which include household surveys, databases, specialist equipment and infrastructure, software packages and computer models) used within the Department or wider user community external to the Department; ■ Led activities designed to ensure that appropriate impact of the research (outside academia) is achieved; ■ Delivered non-credit-bearing training courses / CPD courses.
Education (where relevant)	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Demonstrates quality of education provision evidenced with reference to SAMT scores/returns and other supporting evidence; ■ Reviews the curriculum and modes of learning, teaching and assessment of the teaching for which they are responsible and take appropriate action; ■ Demonstrates an active commitment to continuing professional development in relation to education and reflective learning; ■ Has achieved recognition from the HEA as a Fellow or higher (e.g. Senior);
Leadership/ Citizenship	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Undertakes departmental leadership roles, for example: Departmental Ethics Officer or Departmental Impact Officer; ■ Acted as a peer mentor as requested by the Head of Department; ■ Provided academic leadership to those working in research teams; ■ Develops links and undertakes substantial collaboration with external contacts such as other educational and research bodies, employers, professional bodies and other providers or funding and research initiatives;

Criteria	Evidence
	<ul style="list-style-type: none"> ■ Significant contribution to the discipline, for example by editing for journals and membership of professional and government bodies; ■ Management of one or more research groups; ■ Has a significant public profile e.g. in the media or through giving public lectures.

Reader G10 Grade Descriptor

Building on the achievements required at Senior Research Fellow level, those applying for promotion to Reader will demonstrate satisfactory performance in all categories, although the main decisive area will be research, specifically a high quality and consistent research record and international standing within the discipline.

Criteria	Evidence
Research	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Published work (or work accepted for publication) which as a minimum meets the University's expectations for the publication of REF-submissible items; ■ Significant and sustained success in obtaining external research income appropriate in scale to the discipline; ■ Above average volume of quality publications in leading peer-reviewed journals and as measured by norms for the discipline; ■ Supervision of an above average number of post-graduate research students for the discipline to successful completion; ■ Preparation and submission of high quality grant applications; ■ Significant (invited or plenary) presentations at international conferences; ■ Other scholarly publications that are not REF submissible;

Criteria	Evidence
	<ul style="list-style-type: none"> ■ Successful incorporation of subject and pedagogic research and/or scholarship into learning and assessment as part of an integrated approach to academic practise; ■ Prizes and awards, appointments to national or international bodies, or other forms of external recognition; ■ High achievement in knowledge transfer/innovation; ■ Research reputation of international standing and recognition as an authority within their research specialisation; ■ Major contribution to cross-departmental and inter-University research projects; ■ An established reputation with external bodies/clients; ■ Leads and wins bids/opportunities/collaboration with other institutions and bodies producing demonstrable benefits to the University.
<p>Education (where relevant)</p>	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Demonstrates quality of education provision evidenced with reference to SAMT scores/returns and other supporting evidence; ■ Reviews the curriculum and modes of learning, teaching and assessment of the teaching for which they are responsible and take appropriate action; ■ Demonstrates an active commitment to continuing professional development in relation to education and reflective learning; ■ Has achieved recognition from the HEA as a Fellow or higher (e.g. Senior); ■ Scholarly involvement in teaching issues and pedagogy; ■ Designs, develops and delivers a range of programmes of study; ■ Reviews and updates course content and materials; ■ Applies innovative and appropriate teaching techniques and materials e.g., e-assessment and the creative exploitation of electronic resources;

Criteria	Evidence
	<ul style="list-style-type: none"> ■ Challenges thinking, fosters debate and develops the ability of students to engage in critical discourse and rational thinking; ■ Ensures that course design and delivery complies with quality standards;
Leadership/ Citizenship	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Undertakes significant leadership roles in the department such as Director of Research or Departmental Impact Officer; ■ Membership of Faculty or University committees, or task and finish groups; ■ Significant contribution to the discipline, for example by editing for journals, reviewing proposals and by membership of professional or government bodies; ■ Membership of PhD supervisory boards; ■ Acts as internal reviewer of draft research grant applications; ■ Leadership of large research grants with one or more co-investigators; ■ Membership of the departmental research committee; ■ Acts as a mentor to support the development of staff; ■ Acts as internal/external examiner for research students. ■ Undertakes substantial collaboration with external organisations, either public sector or commerce/industry to further knowledge exchange activities ■ Secures Intellectual Property Rights (ITP) through the filing of patents ■ Has a significant public profile e.g. in the media or through giving public lectures

Professor (ASR) G11 Grade Descriptor

Provides senior academic leadership and demonstrates sustained excellence in research.

Criteria	Evidence
<p>Research</p>	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Published work (or work accepted for publication) which as a minimum meets the University's expectations for the publication of two REF-submissible items; ■ Significant (invited or plenary) presentations at international conferences; ■ Consulted by national/international research bodies (e.g. government Research Council) on strategy or participation on panels; ■ Sustained record of income generation substantially above the average annual external income; ■ Other high quality scholarly publications, excellently reviewed, that are not REF submissible; ■ Sustained record of supervising an above average number of post-graduate research students and/or research staff for the discipline to successful completion; ■ Demonstrated impact of research included in at least one REF impact case study ■ Research reputation of international standing; ■ Leadership of a research group, or of a major research field; ■ Patents awarded as sole or joint inventor; ■ Above average academic impact relative to disciplinary norms; ■ Leadership of cross university research initiatives; ■ Leadership of the development and maintenance of research resources (examples of which include household surveys, databases, specialist equipment and infrastructure, software packages and computer models) used within the Department or wider user community external to the Department;

Criteria	Evidence
	<ul style="list-style-type: none"> ■ Leading activities designed to ensure that appropriate impact of the research (outside academia) is achieved.
<p>Education (where relevant)</p>	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Demonstrates quality of education provision evidenced with reference to SAMT scores/returns and other supporting evidence; ■ Reviews the curriculum and modes of learning, teaching and assessment of the teaching for which they are responsible and take appropriate action; ■ Demonstrates an active commitment to continuing professional development in relation to education and reflective learning; ■ Has achieved recognition from the HEA as a Fellow or higher (e.g. Senior or Principal); ■ Overseen the design and development of the overall curricula; ■ Major pedagogical developments; ■ Led the development and clarification of academic standards for the subject area; ■ Contributed to the development of academic policies across the institution; ■ Develops the quality assurance framework within the University's overall; framework e.g. validation/re-validation of courses; ■ Develops innovative approaches to course delivery, ensuring delivery achieves the educational standards of the department.

Criteria	Evidence
<p>Leadership/ Citizenship</p>	<p>Indicators of performance at this level:</p> <ul style="list-style-type: none"> ■ Undertakes a strategic leadership role within the department e.g. Head of Department, Director of Research, Director of Education; ■ Membership of University committees; ■ Active leadership role in learned societies; ■ Exercise of management and leadership qualities at university level. ■ Serves as Director of University Research Centre(s)/Institutes; ■ Demonstrated change or impact on aspects of society, culture or the economy; ■ An established reputation and acknowledged expertise with senior managers in client organisations and/or professional associations; ■ Substantial contribution to, and evidence of, strategic leadership at least at regional level and continuing excellence in professional practice; ■ Leadership of academic networks with other institutions which bring benefit to the University; ■ Significant ongoing contribution to the discipline, for example by membership of editorial boards, reviewing proposals and appointment to leadership of professional and government bodies; ■ Major achievement in knowledge exchange activities such as establishment of a successful spin out company, exploitation of intellectual property rights, leading a major consultancy activity or chairing national policy committees; ■ Evidence of a leadership role in initiating, developing and/or sustaining public and community engagement to the benefit of the University.