



# ACADEMIC PROFILE 2017

## SENIOR LECTURER \*

RESEARCH		
	Role Criteria – Senior Lecturer	Types of Evidence
Output	<ul style="list-style-type: none"> <li>Sustained programme of research activity and a continuing track record of dissemination of original research in high quality publications, or other media.</li> </ul>	<ul style="list-style-type: none"> <li>Record of high quality publications at an international level of excellence in internationally recognised journals, derived from a succession of successfully completed awards/ projects.</li> <li>Published research monographs with high-quality academic publishers.</li> <li>Citation rates above the norm for stage of career and discipline.</li> <li>Editorship of significant research volumes or conference proceedings.</li> <li>Major digital outputs.</li> <li>Refereed national and international conference contributions.</li> <li>Record of commissioned publications.</li> <li>Record of organising a successful major conference.</li> <li>Presentations at conferences, workshops and other fora.</li> <li>Initiation of a significant new line of research.</li> </ul>
Income	<ul style="list-style-type: none"> <li>Evidence of continued success in obtaining significant research funding or other resources to underpin research, as appropriate to the discipline, through competitive national or international peer-reviewed processes normally as Principal Investigator.</li> <li>Co-investigator on RCUK, EU and/ or other grants.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of funding obtained to enable research to be undertaken.</li> <li>Securing income covering direct and indirect research costs.</li> <li>Record of successful research funding with substantial input as Principal Investigator</li> <li>Record of successful research funding with substantial input as Co-investigator.</li> <li>Evidence of developing and managing a number of research projects and the work involved in ensuring the projects were completed successfully.</li> <li>Record of developing external contacts incorporating joint working as part of a research grant application.</li> <li>Record of having attracted funding to run seminar series/ conferences.</li> <li>Record of major research leave awards.</li> <li>Record of having held a prestigious Visiting Fellowship.</li> </ul>

<b>Esteem</b>	<ul style="list-style-type: none"> <li>• <b>Contribution to the University's national or international profile in research and/ or teaching.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Fellowship of subject specific society.</li> <li>• Contributions to edited volumes, dictionaries, scholarly editions, catalogues, major research databases and outputs in appropriate media appropriate to the norm of the discipline.</li> <li>• Record of regular invitations to national or international conferences to give lectures.</li> <li>• Membership of journal editorial board.</li> <li>• Record as External Examiner at PGR level.</li> <li>• Reviewer for national research bodies.</li> <li>• Effective links with research funders e.g. through Research Council college membership.</li> </ul>
<b>Supervision</b>	<ul style="list-style-type: none"> <li>• <b>Successful PhD supervision as primary supervisor <sup>1</sup></b></li> <li>• Supervision of PDRAs.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of having successful research supervision as primary supervisor, normally at PhD level.</li> <li>• Substantial and sustained contribution to successful research teams.</li> <li>• Evidence of the provision of high quality student support through distinctions/ awards earned by students for work supervised by you.</li> </ul>
<b>EDUCATION</b>		
	<b>Role Criteria - Senior Lecturer</b>	<b>Types of Evidence</b>
<b>Quality of Delivery</b>	<ul style="list-style-type: none"> <li>• <b>Excellent standard of teaching performance at undergraduate, and/or postgraduate levels (which might include CPD provision), as judged by evaluation methods including student feedback and peer-review, at a load in accordance with the School Workload Model.</b></li> <li>• <b>Responsiveness to issues raised in/for the School e.g. through NSS, FYSE, SYSE, PTES; meeting School targets for assessment and feedback; student recruitment and retention, employability; reflection on teaching activity.</b></li> <li>• Effective delivery of his/ her own teaching, and of having participated in the assessment and quality assurance of programmes, modules or equivalent components of the taught portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• Higher Education Academy Membership/ PGCHET (or equivalent).</li> <li>• Evidence of continuing professional development.</li> <li>• Delivery of high quality teaching as evidenced by positive feedback received from students, colleagues and external examiners.</li> <li>• Evidence of contribution to the successful delivery or enhancement of particular modules.</li> <li>• Evidence of teaching innovation.</li> <li>• Production of a student textbook.</li> <li>• Teaching awards.</li> </ul>

<sup>1</sup> Applicants who have not yet supervised a PhD Student to completion as primary supervisor but have exceptional performance in the other essential research criteria may be promoted.

<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• <b>Responsibility for enhancing the quality of learning opportunities within the School/ Institute, aligning student learning needs with learning opportunities to enhance the quality of the student experience.</b></li> <li>• <b>Provision of support and guidance to students, taking into account individual circumstances, working to resolve issues and recognising when and how to involve specialist parties.</b></li> <li>• <b>Responsibility for reviewing his/ her own teaching activities, to ensure that learning outcomes are effectively achieved, taking account of feedback received.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of effective engagement with students leading to an enhanced student experience.</li> <li>• Evidence of responding to student, peer or external examiner feedback.</li> <li>• Evidence of reflection on teaching activity.</li> <li>• As Academic/ Personal tutor, provision of effective/ personalised support, liaison with appropriate specialist parties.</li> <li>• Development of fresh approaches to student support.</li> <li>• Supervision of undergraduate and taught postgraduate student projects or dissertations linked to your specific area of research.</li> </ul>
<b>Course Development</b>	<ul style="list-style-type: none"> <li>• <b>Sustained contributions to School policy and practice in teaching, with a significant role in developing the direction of teaching and learning within the discipline or subject area within the institution.</b></li> <li>• <b>Development of new approaches to lead innovation in the development or modernisation of the subject curriculum, assessment, use of technology and pedagogy within the School.</b></li> <li>• <b>Review of module content and materials and, where appropriate, having developed, designed and updated materials.</b></li> <li>• Engagement in quality enhancement theme networks or similar networks to support disciplinary and/ or generic improvements in the quality of learning and teaching.</li> <li>• Engagement in teaching activities which are informed by his/ her own or others' research.</li> </ul>	<ul style="list-style-type: none"> <li>• Record of reviewing and updating modules to ensure that the content is up-to-date and incorporates current research.</li> <li>• Undertaking Coordinator role for a particular Undergraduate module.</li> <li>• Membership of the School Education Committee and/ or SSCC Committees, contributing to discussions and decisions relating to education.</li> <li>• Membership of a major review group leading to changes to major parts of the curriculum.</li> <li>• Evidence of working with programme convenor to identify appropriate objectives for the education programme to ensure that modules are developed and revised against these objectives for approval through University procedures.</li> <li>• Evidence of use of innovative methodologies or technologies in teaching.</li> <li>• Contribution to growth of student population resulting in new income streams.</li> </ul>

ACADEMIC LEADERSHIP		
	Role Criteria - Senior Lecturer	Types of Evidence
<b>Leadership (School)</b>	<ul style="list-style-type: none"> <li>• Evidence of a sustained ability to develop and lead a major programme of individual or collaborative research, conducting original investigations and taking the responsibility for the management of resources, including budgets as appropriate, and managing deadlines to ensure timely completion.</li> <li>• Evidence of having played an active and significant role in the strategic direction and development of the research area.</li> <li>• Successful design and delivery of a task which improves School or Research Institute performance, as evidenced by e.g. student recruitment, widening participation activities, partnership development.</li> <li>• Track record in mentoring of students and staff, or management of staff.</li> <li>• Major contribution to discipline, School or Research Institute in terms of strategic planning or policy development.</li> <li>• Membership of School committees e.g., appointment and probation committees.</li> <li>• Undertaking of duties required by Research Cluster or School.</li> <li>• Contributions to impact as defined by REF.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership of an investigation or review into a particular aspect of School work that produced proposals for change.</li> <li>• Systematic involvement in School committees with active engagement to influence the strategic direction of their work.</li> <li>• Leadership of and taking responsibility for the design and development of a programme or group of modules.</li> <li>• Leadership of a systematic development relating to pedagogy, assessment or technical innovation across the School.</li> <li>• Substantial role in administration of education, such as Module, Year, or Programme Convenor, Advisor of Studies, Examination Officer.</li> <li>• Leadership of a programme review.</li> <li>• Management of staff (technical, administrative).</li> <li>• Involvement in SMB.</li> <li>• Informal, or formal if appropriate, mentoring of junior staff.</li> </ul>
<b>Leadership (Faculty/ University)</b>	<ul style="list-style-type: none"> <li>• Leadership of the planning and implementation of a significant piece of work impacting on the achievement of the area's objectives.</li> <li>• Participation in decisions which impact on the strategy of the area, team, subject or discipline.</li> <li>• Liaison and participation in groups or committees to influence strategic requirements and priorities on an ongoing basis.</li> <li>• Provision of leadership and direction to a body of people or an area of work.</li> <li>• Undertaking of duties required by Faculty or University.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of developing internal groups as part of an initiative to create opportunities for interdisciplinary research.</li> <li>• Management of a project involving external partners.</li> <li>• Representing the School in strategic issues with other parts of the University.</li> <li>• Membership of a Faculty or University panel concerned with academic activity.</li> </ul>

<b>Leadership (External)</b>	<ul style="list-style-type: none"> <li>• <b>Contribution to the University's international profile through the development of collaboration or partnerships in research and/or education.</b></li> <li>• Service within the wider subject community e.g. committee service within learned or professional bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility for international student recruitment/ special relationships with overseas institutions.</li> <li>• Leadership of a committee, group or other decision-making body that has delegated responsibility to make decisions.</li> <li>• Management of a major project.</li> <li>• External examiner at UG or PGT level.</li> <li>• Responsibility for a major research project or a series of related outputs, from inception to completion.</li> <li>• Scarce technical/ subject expertise.</li> </ul>
<b>SOCIETAL AND ECONOMIC IMPACT</b>		
	<b>Role Criteria - Senior Lecturer</b>	<b>Types of Evidence</b>
<b>Knowledge Transfer and Enterprise</b>	<ul style="list-style-type: none"> <li>• <b>Application of knowledge to improve public sector performance or quality of life by, for example, informing public policy and government, through partnership with the voluntary sector, cultural and heritage sectors or other external agencies.</b></li> <li>• Record of success in knowledge transfer to improve the performance of business, commerce and/or industry, broadly defined to include the third sector.</li> <li>• Record of having established contacts and networks to align external needs and internal expertise, and of having influenced the creation and development of KT opportunities.</li> <li>• Identification of new opportunities for KT activity that deliver innovation to external users, bringing benefits to the users and recognition to the University.</li> <li>• Record of having influenced key parties within the University to ensure that mechanisms are in place to exploit fully the potential benefits of KT activity.</li> <li>• Record of tangible support for KT, such as the public understanding of science or promoting better understanding of social, cultural or historical issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting activity to determine the University's approach to KT, including membership of a University KT working group.</li> <li>• Evidence of having set up a regional or national group to promote collaboration, for example to secure funding for KT activities or to build relationships for future activities.</li> <li>• Evidence of commercially exploiting or adapting research results or teaching materials through patent, licence, spin-out company formation, and/or engagement with a University technology transfer company.</li> <li>• Appointment to a governing body of a regional or national industry, professional, public or charitable organisation.</li> <li>• Evidence of having provided advice, expertise or consultancy to an external organisation, working with that organisation to ensure you have successfully delivered against the criteria and targets set.</li> <li>• Invitation to give evidence to government agencies or committees or involvement in national policy working groups.</li> <li>• Evidence of work with regional agencies to identify new opportunities.</li> <li>• Evidence of undertaking public, social and/or arts sector adoption of policy-related or other work.</li> <li>• Evidence of having identified potential areas for consultancy contracts and creating a framework to ensure that projects run according to plan.</li> </ul>

<b>Social Engagement and Outreach</b>	<ul style="list-style-type: none"> <li>• <b>Promotion of subject, discipline, School, Faculty or University at Open Days, school visits, UG and PG recruitment events; employer engagement; knowledge transfer; community projects; involvement with voluntary organisations; international student recruitment.</b></li> <li>• Record of tangible support for knowledge transfer, such as the public understanding of science or promoting better understanding of social, cultural or historical issues.</li> <li>• Promotion of experiential or community-based learning for students through placements and internships, or through the Science Shop.</li> <li>• Evidence of a contribution to the public engagement work of the University generally.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with community based groups e.g. local charities.</li> <li>• Work with outreach groups in the community.</li> <li>• Appearances, articles in national media.</li> <li>• Participation in student recruitment events, Open Days, school visits.</li> <li>• Development/management of educational relationships with employers.</li> <li>• Involvement in activities as defined by the University's Social Charter.</li> <li>• Contributing toward environmental sustainability, protection and impact reduction.</li> <li>• Enhancing the research capacity, knowledge and skills of businesses and organisations.</li> </ul>
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**\* Clinical Academic applicants must have performed satisfactorily in the annual joint University/NHS appraisal of clinical role relating to patient care.**



Queen's University  
Belfast

ACADEMIC PROFILE 2017

SENIOR LECTURER (EDUCATION) \*

TEACHING AND SCHOLARSHIP

	Role Criteria – Senior Lecturer (Education)	Types of Evidence
Output	<ul style="list-style-type: none"> <li>• <b>Sustained record of high quality outputs (e.g. textbooks/ textbook chapters and articles in journals relevant to the discipline or its teaching); other forms of externally recognised professional practice or creative output; outputs to have influenced the practice of teaching or improved the student experience within the subject area.</b></li> <li>• Record of having maintained a portfolio of scholarship, applying his/ her work in this area to the teaching environment, or of having engaged with pedagogic and practitioner innovation which has an impact on curriculum development and delivery.</li> <li>• Record of having communicated and disseminated aspects of good practice and theory related to teaching and learning within the University or externally.</li> </ul>	<ul style="list-style-type: none"> <li>• Refereed journal publications on disciplinary research, scholarship of education, teaching and learning or curriculum design.</li> <li>• Publication of teaching materials and evidence that they are used extensively at other HEIS, especially comparable research-intensive universities.</li> <li>• Development of a teaching guide for a Higher Education Academy Subject Centre.</li> <li>• Publication of student text book.</li> <li>• Editorship of conference proceedings.</li> <li>• Refereed national and international conference contributions.</li> <li>• Successful organisation of a major conference.</li> <li>• Presentation of new ideas and developments at conferences on scholarship of education, teaching and learning or curriculum design.</li> </ul>
Income	<ul style="list-style-type: none"> <li>• <b>Success in obtaining external funding for development of teaching, learning, assessment and/ or collaboration in and/ or support of significant projects either in the subject discipline or in teaching-related activities.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of obtaining external funding for research, educational development, knowledge transfer or outreach activity, as appropriate to subject area, as Principal Investigator or Co-investigator.</li> <li>• Evidence of developing and managing a number of projects and the work involved in ensuring the projects were completed successfully.</li> <li>• Development of external contacts with a view to incorporating joint working as part of a grant application.</li> <li>• Evidence of attracting funding to run seminar series or conferences.</li> </ul>

<b>Esteem</b>	<ul style="list-style-type: none"> <li>• <b>Contribution to the University's national or international profile in education.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Fellowship of subject specific society.</li> <li>• Contributions to edited volumes, dictionaries, scholarly editions, catalogues, major databases and/or outputs in appropriate media appropriate to the norm of the discipline.</li> <li>• Record of invited talks at national/ international conferences or events and/or UK HEIs in relation to teaching and/or the scholarship of teaching.</li> <li>• Membership of editorial board of a pedagogical journal.</li> <li>• Record of external examining at UG or PGT level.</li> <li>• Teaching awards.</li> </ul>
<b>EDUCATION</b>		
	<b>Role Criteria - Senior Lecturer (Education)</b>	<b>Types of Evidence</b>
<b>Quality of Delivery</b>	<ul style="list-style-type: none"> <li>• <b>Excellent standard of teaching performance at undergraduate and/or postgraduate levels (which might include CPD provision) as judged by evaluation methods including student feedback and peer-review, at a load in accordance with the School Workload Model.</b></li> <li>• <b>Responsiveness to issues raised in/ for the School e.g. through NSS, FYSE, SYSE, PTES; meeting School targets for assessment and feedback; student recruitment and retention, employability; reflection on teaching activity.</b></li> <li>• Effective delivery of his/ her own teaching, and of having participated in the assessment and quality assurance of programmes, modules or equivalent components of the taught portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• Higher Education Academy Membership/ PGCHET (or equivalent).</li> <li>• Evidence of continuing professional development.</li> <li>• Delivery of high quality teaching as evidenced by positive feedback received from students, colleagues and external examiners.</li> <li>• Evidence of contribution to the successful delivery or enhancements of particular modules.</li> </ul>
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• <b>Responsibility for enhancing the quality of learning opportunities within the School/ Institute, aligning student learning needs with learning opportunities to enhance the quality of the student experience.</b></li> <li>• <b>Provision of support and guidance to students, taking into account individual circumstances, working to resolve issues and recognising when and how to involve specialist parties.</b></li> <li>• <b>Responsibility for reviewing his/ her own teaching activities, to ensure that learning outcomes are effectively achieved, taking account of feedback received.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of effective engagement with students leading to an enhanced student experience.</li> <li>• Evidence of responding to student, peer or external examiner feedback.</li> <li>• Evidence of reflection on teaching activity.</li> <li>• As Academic/ Personal tutor, provision of effective/ personalised support, liaising with appropriate specialist parties.</li> <li>• Development of fresh approaches to student support.</li> <li>• Supervision of undergraduate and taught postgraduate student projects or dissertations linked to your discipline.</li> </ul>

<b>Course Development</b>	<ul style="list-style-type: none"> <li>• <b>Sustained contributions to School policy and practice in teaching, with a significant role in developing the direction of teaching and learning within the discipline or subject area within the institution.</b></li> <li>• <b>Development of new approaches to lead innovation in the development or modernisation of the subject curriculum, assessment, use of technology and pedagogy within the School.</b></li> <li>• <b>Review of module content and materials, and where appropriate of development, design and update of materials.</b></li> <li>• Engagement in quality enhancement theme networks or similar networks to support disciplinary and/ or generic improvements in the quality of learning and teaching.</li> <li>• Engagement in teaching activities which are informed by his/ her own or others' research.</li> <li>• Development of methodologies and techniques appropriate to the type of scholarship being carried out.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of review and update of modules to ensure that the content is up-to-date and incorporates current research.</li> <li>• Coordinator role for a particular Undergraduate module.</li> <li>• Membership of the School Education Committee and/ or SSCC Committees, contributing to discussions and decisions relating to education.</li> <li>• Member of a major review group leading to changes to major parts of the curriculum.</li> <li>• Evidence of work with the programme convenor to identify appropriate objectives for the education programme to ensure that modules are developed and revised against these objectives for approval through University procedures.</li> <li>• Leadership role in the design and development of a programme or group of modules directly informed by the latest developments in pedagogical or curricula assessment.</li> <li>• Record of use of innovative methodologies or technologies in teaching.</li> <li>• Contribution to growth of student population resulting in new income streams.</li> </ul>
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#### ACADEMIC LEADERSHIP

	<b>Role Criteria – Senior Lecturer (Education)</b>	<b>Types of Evidence</b>
<b>Leadership (School)</b>	<ul style="list-style-type: none"> <li>• <b>Evidence of a sustained ability to develop and lead a major individual or collaborative project, conducting original investigations and taking the responsibility for the management of resources, including budgets as appropriate, and managing deadlines to ensure timely completion.</b></li> <li>• <b>Successful design and delivery of a task which improves School performance, as evidenced by e.g. student recruitment, widening participation activities, partnership development.</b></li> <li>• <b>Track record in mentoring of students and staff, or management of staff.</b></li> <li>• Major contribution to discipline or School strategic planning or policy development.</li> <li>• Membership of School committees, e.g., appointment and probation committees.</li> <li>• Undertaking of duties required by School.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership of an investigation or review into a particular aspect of School work that leads to proposals for change.</li> <li>• Systematic involvement in School committees with active engagement to influence the strategic direction of their work.</li> <li>• Leadership role and responsibility for the design and development of a programme or group of modules.</li> <li>• Leadership of a systematic development relating to pedagogy, assessment or technical innovation across the School.</li> <li>• Management of a team, including setting overall team objectives and ensuring the team is working in line with School and Faculty objectives.</li> <li>• Substantial role in administration of education, such as Module, Year, or Programme Convenor, Advisor of Studies, Examination Officer.</li> <li>• Leadership of a programme review.</li> <li>• Management of staff (technical, administrative).</li> <li>• Involvement in SMB.</li> <li>• Informal, or formal if appropriate, mentoring of junior staff.</li> </ul>

<b>Leadership (Faculty/ University)</b>	<ul style="list-style-type: none"> <li>• Leadership of the planning and implementation of a significant piece of work impacting on the achievement of the area's objectives</li> <li>• Participation in decisions which impact on the strategy of the area, team, subject or discipline.</li> <li>• Liaison and participation in groups or committees to influence strategic requirements and priorities on an ongoing basis.</li> <li>• Provision of leadership and direction to a body of people or an area of work.</li> <li>• Undertaking of duties required by Faculty or University.</li> </ul>	<ul style="list-style-type: none"> <li>• Management of a project which involves external partners.</li> <li>• Representing the School in strategic issues with other parts of the University.</li> <li>• Member of Faculty or University panel concerned with academic activity.</li> </ul>
<b>Leadership (External)</b>	<ul style="list-style-type: none"> <li>• <b>Contribution to the University international profile through the development of collaborations or partnerships in education.</b></li> <li>• Service within the wider subject community e.g. committee service within learned or professional bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility for international student recruitment/ special relationships with overseas institutions.</li> <li>• Leadership of a committee, group or other decision-making body, that has delegated responsibility to make decisions.</li> <li>• Management of a major project.</li> <li>• Scarce technical/ subject expertise.</li> </ul>

#### SOCIETAL AND ECONOMIC IMPACT

	<b>Role Criteria – Senior Lecturer (Education)</b>	<b>Types of Evidence</b>
<b>Knowledge Transfer and Enterprise</b>	<ul style="list-style-type: none"> <li>• Record of success in knowledge transfer to improve the performance of business, commerce and/ or industry, broadly defined to include the third sector.</li> <li>• Establishment of contacts and networks to align external needs and internal expertise, and of having influenced the creation and development of KT opportunities.</li> <li>• Identification of new opportunities for KT activity that deliver innovation to external users, bringing benefits to the users and recognition to the University.</li> <li>• Record of having influenced key parties within the University to ensure that mechanisms are in place to exploit fully the potential benefits of KT activity.</li> <li>• Application of knowledge to improve public sector performance or quality of life by, for example, informing public policy and government, and/ or through partnership with the voluntary sector, or the cultural and heritage sectors or other external agencies.</li> <li>• Record of tangible support for KT, such as the public understanding of science or promoting better understanding of social, cultural or historical issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Support activity to determine the University's approach to KT, including membership of a University KT working group.</li> <li>• Establishment of a regional or national group to promote collaboration, for example to secure funding for KT activities or to build relationships for future activities.</li> <li>• Evidence of commercial exploitation or of adapting project results or teaching materials through patent, licence, spin-out company formation, and/or engagement with a University technology Transfer Company.</li> <li>• Appointment to a governing body of a regional or national industry, professional, public or charitable organisation.</li> <li>• Provision of advice, expertise or consultancy to an external organisation, working with that organisation to ensure successful delivery against the criteria and targets set.</li> <li>• Invitation to give evidence to government agencies or committees or involvement in national policy working groups.</li> <li>• Record of work with regional agencies to identify new opportunities.</li> <li>• Undertaking of public, social and/or arts sector adoption of policy-related or other work.</li> <li>• Evidence of having identified potential areas for consultancy contracts and creating a framework to ensure that projects run according to plan.</li> </ul>

<b>Social Engagement and Outreach</b>	<ul style="list-style-type: none"> <li>• <b>Promotion of subject, discipline, School, Faculty or University at Open Days, school visits, UG and PG recruitment events; employer engagement; knowledge transfer; community projects; voluntary organisations; international student recruitment.</b></li> <li>• Provision of tangible support for knowledge transfer, such as the public understanding of science or promoting better understanding of social, cultural or historical issues.</li> <li>• Promotion of experiential or community-based learning for students through placements and internships, or through the Science Shop.</li> <li>• Evidence of a contribution to the public engagement work of the University generally.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with community based groups e.g. local charities.</li> <li>• Work with outreach groups in the community.</li> <li>• Appearances, articles in national media.</li> <li>• Participation in student recruitment events, Open Days, school visits.</li> <li>• Development/management of educational relationships with employers.</li> <li>• Involvement in activities as defined by the University's Social Charter.</li> </ul>
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Belfast

ACADEMIC PROFILE 2017

READER \*

RESEARCH		
	Role Criteria – Reader	Types of Evidence
Output	<ul style="list-style-type: none"> <li>• <b>Sustained record of publication of internationally excellent research outputs, with demonstrable impact on the research agenda within the discipline.</b></li> <li>• Continued record of building, sustaining and/ or enhancing profile of research, as appropriate to the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustained record of publications at an international level of excellence in high quality, internationally recognised journals.</li> <li>• Publication of research monographs with high-quality academic publishers.</li> <li>• Record of staging international exhibitions or performances.</li> <li>• High level of citations or use of work by others, as appropriate to the field.</li> <li>• Editorships of significant research volumes or conference proceedings.</li> <li>• Major digital outputs.</li> <li>• Successful international conference organisation.</li> <li>• Presentations at international conferences, workshops and other fora of significance.</li> <li>• Development of external groups as part of an initiative to create opportunities for interdisciplinary research.</li> </ul>
Income	<ul style="list-style-type: none"> <li>• <b>Sustained record of playing a leading role in successful bids for competitive, peer-reviewed national or international grants or other awards as Principal Investigator, as appropriate to the discipline.</b></li> <li>• Management of significant projects appropriate to the mode of research being carried out, ensuring completion within appropriate timescales and budgets.</li> </ul>	<ul style="list-style-type: none"> <li>• Securing of a number of peer-reviewed grants as PI, or Co-I on large multi-institutional projects, to undertake research on a particular issue, as appropriate to the discipline.</li> <li>• Successful delivery as PI of peer-reviewed, funded research projects, appropriate to the area.</li> <li>• Formal evaluations of final grant reports.</li> <li>• Sustained ability to attract significant new clients and/ or repeat business for executive education or CPD.</li> <li>• Attracting R&amp;D investment from national or global business.</li> </ul>

	<ul style="list-style-type: none"> <li>Principal Investigator or Co-investigator on substantial RCUK, EU and/ or other grants supporting, if appropriate to subject area, at least one post-doctoral researcher.</li> </ul>	
<b>Esteem</b>	<ul style="list-style-type: none"> <li><b>Contribution to the University's international profile in research.</b></li> <li><b>Recognised international expert in subject field.</b></li> <li>Invited assessor for major grant awarding bodies.</li> </ul>	<ul style="list-style-type: none"> <li>Fellowship of subject specific society.</li> <li>Sustained record of invited talks at international conferences/ events and UK and/ or international Higher Education Institutions.</li> <li>A track record of invited keynote or plenary lectures at conferences of national and international significance.</li> <li>Membership of an editorial board of a leading journal or book series in the field.</li> <li>Involvement with national discipline and professional bodies.</li> <li>Record as External Examiner at PGR level.</li> <li>Reviewer for national and international research bodies.</li> </ul>
<b>Supervision</b>	<ul style="list-style-type: none"> <li><b>Successful PhD supervision as primary supervisor.</b></li> <li>Successful supervision of PDRAs.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of having sustained, successful research supervision as primary supervisor, normally at PhD level.</li> <li>Evidence of the provision of high quality student support through distinctions/ awards earned by students for work supervised by you.</li> <li>Record of effective supervision and mentoring of research or other staff.</li> </ul>

#### EDUCATION

	<b>Role Criteria - Reader</b>	<b>Types of Evidence</b>
<b>Quality of Delivery</b>	<ul style="list-style-type: none"> <li><b>Excellent standard of teaching performance at undergraduate, and/ or postgraduate levels (which might include CPD provision), as judged by evaluation methods including student feedback and peer-review, at a load in accordance with the School Workload Model.</b></li> <li><b>Responsiveness to issues raised in/for the School e.g. through NSS, FYSE, SYSE, PTES; meeting School targets for assessment and feedback; student recruitment and retention, employability; reflection on teaching activity.</b></li> <li>Effective delivery of his/ her own teaching, and participation in the assessment and quality assurance of programmes, modules or equivalent components of the taught portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>Higher Education Academy Membership/ PGCHET (or equivalent).</li> <li>Evidence of continuing professional development.</li> <li>Delivery of high quality teaching as evidenced by positive feedback received from students, colleagues and external examiners.</li> <li>Evidence of contribution to the successful delivery or enhancement of particular modules.</li> <li>Evidence of teaching innovation.</li> <li>Production of a student textbook.</li> <li>Teaching awards.</li> </ul>
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li><b>Responsibility for enhancing the quality of learning opportunities within the School/ Institute, aligning student learning needs with learning opportunities to enhance the quality of the student experience.</b></li> </ul>	<ul style="list-style-type: none"> <li>Evidence of effective engagement with students leading to an enhanced student experience.</li> <li>Evidence of responding to student, peer or external examiner feedback.</li> <li>Evidence of reflection on teaching activity.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Provision of support and guidance to students, taking into account individual circumstances, working to resolve issues and recognising when and how to involve specialist parties.</b></li> <li>• <b>Responsibility for reviewing his/ her own teaching activities, to ensure that learning outcomes are effectively achieved, taking account of feedback received.</b></li> </ul>	<ul style="list-style-type: none"> <li>• As Academic/ Personal tutor, provision of effective/ personalised support, liaison with appropriate specialist parties.</li> <li>• Development of fresh approaches to student support.</li> <li>• Supervision of undergraduate and taught postgraduate student projects or dissertations linked to your specific area of research.</li> </ul>
<b>Course Development</b>	<ul style="list-style-type: none"> <li>• <b>Sustained contributions to School policy and practice in teaching, with a significant role in developing the direction of teaching and learning within the discipline or subject area within the institution.</b></li> <li>• <b>Demonstrated capacity to lead innovation in the development or modernisation of the subject curriculum, assessment, use of technology and pedagogy within the School.</b></li> <li>• <b>Review of course content and materials and, where appropriate, having developed, designed and updated materials.</b></li> <li>• Engagement in quality enhancement theme networks or similar networks to support disciplinary and/ or generic improvements in the quality of learning and teaching.</li> <li>• Engagement in teaching activities which are informed by his/ her own or others' research.</li> </ul>	<ul style="list-style-type: none"> <li>• Record of reviewing and updating modules to ensure that the content is up-to-date and incorporates current research.</li> <li>• Undertaking Coordinator role for a particular Undergraduate module.</li> <li>• Membership of the School Education Committee and/ or SSCC Committees, contributing to discussions and decisions relating to education.</li> <li>• Membership of a major review group leading to changes to major parts of the curriculum.</li> <li>• Evidence of working with programme convenor to identify appropriate objectives for the education programme to ensure that modules are developed and revised against these objectives for approval through University procedures.</li> <li>• Evidence of use of innovative methodologies or technologies in teaching.</li> <li>• Contribution to growth of student population resulting in new income streams.</li> </ul>

## ACADEMIC LEADERSHIP

	Role Criteria - Reader	Types of Evidence
<b>Leadership (School)</b>	<ul style="list-style-type: none"> <li>• <b>Evidence of a sustained ability to develop and lead a major programme of individual or collaborative research, conducting original investigations and taking the responsibility for the management of resources, including budgets as appropriate, and managing deadlines to ensure timely completion.</b></li> <li>• <b>Evidence of having played an active and significant role in the strategic direction and development of the research area.</b></li> <li>• <b>Successful design and delivery of a task which improves School or Research Institute performance, as evidenced by e.g. student recruitment, widening participation activities, partnership development.</b></li> <li>• <b>Track record in mentoring of students and staff, or management of staff.</b></li> <li>• Major contribution to discipline, School or Research Institute in terms of strategic planning or policy development.</li> <li>• Membership of School committees e.g. appointment and probation committees.</li> <li>• Undertaking of duties required by Research Cluster or School.</li> <li>• Contributions to impact as defined by REF.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership of an investigation or review into a particular aspect of School work that produced proposals for change.</li> <li>• Systematic involvement in School committees with active engagement to influence the strategic direction of their work.</li> <li>• Leadership of and taking responsibility for the design and development of a programme or group of modules.</li> <li>• Leadership of a systematic development relating to pedagogy, assessment or technical innovation across the School.</li> <li>• Substantial role in administration of education, such as Module, Year, or Programme Convenor, Advisor of Studies, Examination Officer.</li> <li>• Leadership of a programme review.</li> <li>• Management of staff (technical, administrative).</li> <li>• Establishment of research teams and groups to carry out research into a particular issue within the discipline.</li> <li>• Involvement in SMB.</li> <li>• Informal, or formal if appropriate, mentoring of junior staff.</li> </ul>
<b>Leadership (Faculty/ University)</b>	<ul style="list-style-type: none"> <li>• Leadership of the planning and implementation of a significant piece of work impacting on the achievement of the area's objectives.</li> <li>• Participation in decisions which impact on the strategy of the area, team, subject or discipline.</li> <li>• Liaison and participation in groups or committees to influence strategic requirements and priorities on an ongoing basis.</li> <li>• Provision of leadership and direction to a body of people or an area of work.</li> <li>• Undertaking of duties required by Faculty or University.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of developing internal groups as part of an initiative to create opportunities for interdisciplinary research.</li> <li>• Management of a project involving external partners.</li> <li>• Representing the School in strategic issues with other parts of the University.</li> <li>• Membership of a Faculty or University panel concerned with academic activity.</li> </ul>
<b>Leadership (External)</b>	<ul style="list-style-type: none"> <li>• <b>Contribution to the University's international profile through the development of collaboration or partnerships in research and/ or education.</b></li> <li>• Service within the wider subject community e.g. committee service within learned or professional bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility for international student recruitment/ special relationships with overseas institutions.</li> <li>• Leadership of a committee, group or other decision-making body, that has delegated responsibility to make decisions.</li> <li>• Management of a major project.</li> <li>• External examiner at UG or PGT level.</li> <li>• Responsibility for a major research project or a series of related outputs, from inception to completion.</li> <li>• Scarce technical/ subject expertise.</li> </ul>

SOCIETAL AND ECONOMIC IMPACT		
	Role Criteria – Reader	Types of Evidence
<b>Knowledge Transfer and Enterprise</b>	<ul style="list-style-type: none"> <li>• <b>Application of knowledge to improve public sector performance or quality of life by, for example, informing public policy and government, through partnership with the voluntary sector, cultural and heritage sectors or other external agencies.</b></li> <li>• Record of success in knowledge transfer to improve the performance of business, commerce and/ or industry, broadly defined to include the third sector.</li> <li>• Record of having established contacts and networks to align external needs and internal expertise, and of having influenced the creation and development of KT opportunities.</li> <li>• Identification of new opportunities for KT activity that deliver innovation to external users, bringing benefits to the users and recognition to the University.</li> <li>• Record of having influenced key parties within the University to ensure that mechanisms are in place to exploit fully the potential benefits of KT activity.</li> <li>• Record of tangible support for KT, such as the public understanding of science or promoting better understanding of social, cultural or historical issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting activity to determine the University's approach to KT, including membership of a University KT working group.</li> <li>• Evidence of having set up a regional or national group to promote collaboration, for example to secure funding for KT activities or to build relationships for future activities.</li> <li>• Evidence of commercially exploiting or adapting research results or teaching materials through patent, licence, spin-out company formation and/ or engagement with a University technology transfer company.</li> <li>• Appointment to a governing body of a regional or national industry, professional, public or charitable organisation.</li> <li>• Evidence of having provided advice, expertise or consultancy to an external organisation, working with that organisation to ensure you have successfully delivered against the criteria and targets set.</li> <li>• Invitation to give evidence to government agencies or committees or involvement in national policy working groups.</li> <li>• Evidence of work with regional agencies to identify new opportunities.</li> <li>• Evidence of undertaking public, social and/ or arts sector adoption of policy-related or other work.</li> <li>• Evidence of having identified potential areas for consultancy contracts and creating a framework to ensure that projects run according to plan.</li> </ul>
<b>Social Engagement and Outreach</b>	<ul style="list-style-type: none"> <li>• <b>Promotion of subject, discipline, School, Faculty or University at Open Days, school visits, UG and PG recruitment events; employer engagement; knowledge transfer; community projects; involvement with voluntary organisations; international student recruitment.</b></li> <li>• Record of tangible support for knowledge transfer, such as the public understanding of science or promoting better understanding of social, cultural or historical issues.</li> <li>• Promotion of experiential or community-based learning for students through placements and internships, or through the Science Shop.</li> <li>• Evidence of a contribution to the public engagement work of the University generally.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with community based groups e.g. local charities.</li> <li>• Work with outreach groups in the community.</li> <li>• Appearances, articles in national media.</li> <li>• Participation in student recruitment events, Open Days, school visits.</li> <li>• Development/ management of educational relationships with employers.</li> <li>• Involvement in activities as defined by the University's Social Charter.</li> <li>• Contributing toward environmental sustainability, protection and impact reduction.</li> <li>• Enhancing the research capacity, knowledge and skills of businesses and organisations.</li> </ul>

\* Clinical Academic applicants must have performed satisfactorily in the annual joint University/NHS appraisal of clinical role relating to patient care.



ACADEMIC PROFILE 2017

PROFESSOR \*

## RESEARCH

	Role Criteria - Professor	Types of Evidence
Output	<ul style="list-style-type: none"> <li>• Sustained and distinguished record of publication of internationally excellent research outputs, with demonstrable impact on leading researchers and the research agenda within the discipline.</li> <li>• Continued record of building, sustaining and/ or enhancing profile of research, as appropriate to the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustained record of publications at an international level of excellence in high quality, internationally recognised journals.</li> <li>• Publication of research monographs with high-quality academic publishers.</li> <li>• Record of staging international exhibitions or performances.</li> <li>• High level of citations or use of work by others, as appropriate to the field.</li> <li>• Editorships of significant research volumes or conference proceedings.</li> <li>• Major digital outputs.</li> <li>• Successful international conference organisation.</li> <li>• Presentations at international conferences, workshops and other fora of significance.</li> <li>• Development of external groups as part of an initiative to create opportunities for interdisciplinary research.</li> </ul>
Income	<ul style="list-style-type: none"> <li>• Sustained record of playing a leading role in successful bids for competitive, peer-reviewed national or international grants or other awards, as appropriate to the discipline.</li> <li>• Management of significant projects appropriate to the mode of research being carried out, ensuring completion within appropriate timescales and budgets.</li> <li>• Principal Investigator or co-investigator on substantial RCUK, EU and/or other grants supporting, if appropriate to subject area, at least one post-doctoral researcher.</li> </ul>	<ul style="list-style-type: none"> <li>• Securing of a number of peer-reviewed grants as PI, or Co-I on large multi-institutional projects, to undertake research on a particular issue, as appropriate to the discipline.</li> <li>• Successful delivery as PI of peer-reviewed, funded research projects, appropriate to the area.</li> <li>• Development of international contacts as part of successful grant applications.</li> <li>• Formal evaluations of final grant reports.</li> <li>• Grant income at the upper tertile, benchmarked against the RG.</li> <li>• Sustained ability to attract significant new clients and/ or repeat business for executive education or CPD.</li> </ul>

		<ul style="list-style-type: none"> <li>Attracting R&amp;D investment from national or global business.</li> </ul>
<b>Esteem</b>	<ul style="list-style-type: none"> <li><b>Significant contribution to the University's international profile in research.</b></li> <li><b>Recognised international expert in subject field.</b></li> <li>Invited assessor for major grant awarding bodies.</li> </ul>	<ul style="list-style-type: none"> <li>Fellowship of subject specific society.</li> <li>Sustained record of invited talks at international conferences/ events and UK and/ or international Higher Education Institutions.</li> <li>A track record of invited keynote or plenary lectures at conferences of national and international significance.</li> <li>Invited reviews of topical area of research in high impact outlets.</li> <li>Membership of editorial boards of leading journals or book series in the field.</li> <li>Involvement with national discipline and professional bodies.</li> <li>Record as External Examiner at PGR level.</li> <li>Reviewer for national and international research bodies.</li> <li>Member of national and international research or review bodies.</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li><b>Contribution to national and international collaborations with individuals or research groups.</b></li> <li>Record of academic impact as defined by REF.</li> <li>Provision of high-level expertise to external research bodies, delivering demonstrable and attributable impact in terms of user benefits and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Establishment and leadership of joint projects to develop international guidelines on research into a particular field to improve partnership working.</li> <li>Contribution to the development of novel approaches to research methodologies, equipment, techniques or technologies.</li> <li>Initiation of new lines of research.</li> <li>Chair of the Executive Committee of a particular Society and leading the development of a more strategic approach in this field of research.</li> </ul>
<b>Supervision</b>	<ul style="list-style-type: none"> <li><b>Successful, sustained PhD supervision as primary supervisor.</b></li> <li>Successful supervision of PDRAs.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of having sustained, successful research supervision as primary supervisor, normally at PhD level.</li> <li>Evidence of the provision of high quality student support through distinctions/ awards earned by students for work supervised by you.</li> <li>Record of effective supervision and mentoring of research or other staff.</li> </ul>

#### EDUCATION

	<b>Role Criteria – Professor</b>	<b>Types of Evidence</b>
<b>Quality of Delivery</b>	<ul style="list-style-type: none"> <li><b>Excellent standard of teaching performance at undergraduate and/or postgraduate levels (which might include CPD provision) as judged by evaluation methods including student feedback and peer-review, at a load in accordance with the School Workload Model.</b></li> <li><b>Responsiveness to issues raised in/for the School e.g. through NSS, FYSE, SYSE, PTES; meeting School targets for assessment and feedback; student recruitment and retention, employability; reflection on teaching activity.</b></li> </ul>	<ul style="list-style-type: none"> <li>Higher Education Academy Membership/ PGCHET (or equivalent).</li> <li>Evidence of continuing professional development.</li> <li>Delivery of effective teaching as evidenced by positive feedback received from students, colleagues and external examiners.</li> <li>Successful grant applications to support teaching innovation.</li> <li>Production of a student textbook.</li> <li>Teaching awards.</li> </ul>

	<ul style="list-style-type: none"> <li>• Effective delivery of his/her own teaching, and participation in the assessment and quality assurance of programmes, modules or equivalent components of the taught portfolio.</li> </ul>	
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• <b>Responsibility for enhancing the quality of learning opportunities within the School/ Institute, aligning student learning needs with learning opportunities to enhance the quality of the student experience.</b></li> <li>• <b>Provision of support and guidance to students, taking into account individual circumstances, working to resolve issues and recognising when and how to involve specialist parties.</b></li> <li>• <b>Responsibility for reviewing his/ her own teaching activities, to ensure that learning outcomes are effectively achieved, taking account of feedback received.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of effective engagement with students leading to an enhanced student experience.</li> <li>• Evidence of responding to student, peer or external examiner feedback.</li> <li>• Evidence of reflection on teaching activity.</li> <li>• Chair of working groups and committees involving student representatives whose remit is to improve the student experience.</li> <li>• Responsibility for dealing with issues involving individual students.</li> </ul>
<b>Course Development</b>	<ul style="list-style-type: none"> <li>• <b>Sustained contributions to School policy and practice in teaching, with a leading role in developing the direction of teaching and learning within the discipline or subject area within the institution.</b></li> <li>• <b>Development of new approaches to lead innovation in the development or modernisation of the subject curriculum, assessment, use of technology and pedagogy within the School.</b></li> <li>• Demonstrated successful and effective teaching performance, taking account of an appropriate range of teaching methods and assessment, developing new approaches as appropriate, teaching at different levels and identifying opportunities for integrating research into teaching.</li> <li>• Engagement in the review, development and planning of modules and/ or programmes, taking account of experience and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful and sustained record of innovative application to teaching and learning practice of latest research and scholarship, both in the substantive area of the discipline being taught and in pedagogy/ scholarly activity with evidence of its impact on the student experience.</li> <li>• Update of modules in light of new findings or developments within the discipline and having discussion topics around new research.</li> <li>• Development of successful new programmes.</li> <li>• Evidence of use of innovative methodologies or technologies in teaching.</li> <li>• Contribution to the development of pedagogical approaches and assessment practice, proposing changes to enhance the student learning experience.</li> <li>• Contribution of specialist components to a research methods module at PG level or other research-led component.</li> <li>• Record as external Examiner at UG and/or PGT level.</li> <li>• Development of international placement, internship, student exchanges or educational opportunities for student cohorts.</li> </ul>
<b>ACADEMIC LEADERSHIP</b>		
	<b>Role Criteria – Professor</b>	<b>Types of Evidence</b>

<b>Leadership (School)</b>	<ul style="list-style-type: none"> <li>• <b>Sustained research/ teaching leadership at international level both within the institution and in the wider research community.</b></li> <li>• <b>Significant contribution to the University's international profile through development of partnerships in research and/ or education.</b></li> <li>• <b>Contribution to School administration and management through leadership of team or area of responsibility.</b></li> <li>• Development and mentoring of less experienced members of staff, identifying development needs, agreeing plans to meet these and managing and supporting staff in line with University policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of successful period as Director of Education or Research.</li> <li>• Leadership of the review and implementation of a substantial initiative at School or University level to develop the quality of education, ensuring objectives are met.</li> <li>• Chair of significant School committees, e.g. SSCC, School Education Committee, Research, etc.</li> <li>• Responsibility for a particular undergraduate or postgraduate programme.</li> <li>• Substantial role in administration of education, such as Module, Year, or Programme Convenor, Advisor of Studies, Examination Officer.</li> <li>• Lead coordinator in professional accreditation, EEP.</li> <li>• Leadership role in student recruitment, nationally and internationally.</li> <li>• Management responsibilities for a significant group of staff.</li> <li>• Establishment of research teams and groups to carry out research into a particular issue within the discipline.</li> <li>• Record of effective supervision and mentoring of research or other staff or postgraduate students, managing and supporting them in line with University policies and procedures and good practice.</li> <li>• Involvement in the mediation of disputes between staff.</li> <li>• Mentoring of an individual staff member or group of staff.</li> </ul>
<b>Leadership (Faculty/ University)</b>	<ul style="list-style-type: none"> <li>• <b>Leadership role in the management and support of strategic initiatives at subject, School/ Research Institute, Faculty and/ or University levels.</b></li> <li>• Record of input into the overall strategic direction of the University and/ or own academic discipline, taking a leading role in the management of major areas of activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Chair of Faculty or University Committees or working groups.</li> <li>• Significant contribution to the development of policy at Faculty, Research Institute or University level.</li> <li>• Expert work within the University, e.g. on committees and working groups.</li> <li>• Leadership role in the review, development and implementation of the education strategy, policy and practices of the Faculty or University.</li> </ul>
<b>Leadership (External)</b>	<ul style="list-style-type: none"> <li>• <b>Leading role in the relevant wider academic or professional community with demonstrable impact on the strategic direction of future research, or on matters of strategic importance in an educational and professional context for a subject.</b></li> <li>• Evidence of agenda setting in research or education through e.g. participation/ advisory roles in professional or government bodies.</li> <li>• Continued track record of promoting activities externally, demonstrating influence of key parties and achieving tangible benefits for the profession and/ or the University as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>• Award of prizes or recognition by peer-group bodies.</li> <li>• Sustained track record of invited and keynote presentations.</li> <li>• High-level membership of appropriate professional bodies or equivalent.</li> <li>• Chair of national/ international funding committees; chair of national/ international policy committees; membership of international discipline committees.</li> <li>• Membership of appointment, assessment or advisory committees at other HEIs.</li> </ul>

		<ul style="list-style-type: none"> <li>• Record as external Examiner at UG and/or PGT level.</li> <li>• Active membership of an editorial board of a respected journal or leading book series.</li> <li>• Active membership of a committee of a national subject group.</li> <li>• Chair of a REF panel or subpanel.</li> <li>• Membership of a government committee or enquiry, providing advice on the future of the discipline, its funding or application.</li> <li>• Provision of advice to government or policymaking bodies.</li> <li>• Authorship of (or being a member of the body which created) an official report in the subject area.</li> <li>• Highly visible role in a public enquiry.</li> <li>• Public visibility through articles in national newspapers, appearances (either as a speaker or interviewee) on radio and television in a role directly relevant to the discipline and/ or University.</li> <li>• Development of external groups as part of an initiative to create opportunities for interdisciplinary research.</li> <li>• Scarce technical/ subject expertise.</li> </ul>
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#### SOCIETAL AND ECONOMIC IMPACT

	Role Criteria - Professor	Types of Evidence
Knowledge Transfer and Enterprise	<ul style="list-style-type: none"> <li>• Sustained record of success in knowledge creation and transfer to improve the performance of business, commerce and/ or industry, broadly defined to include the third sector, as illustrated by contract, license and/ or consultancy income, or application of knowledge to improve public sector performance or quality of life by informing public policy and government or by significantly influencing the cultural and heritage sector.</li> <li>• Identification of new opportunities for KT activity, establishing, managing and leading influential and sustained networks, partnerships or programmes, and gaining funding where appropriate.</li> <li>• Building of capacity in public, private or third sector organisations, and/ or contributing to evidence-informed policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Role in the review, development and implementation of the learning and teaching or research or KT strategy, culture, policy and practices of the School, Institute, Faculty or University by providing specialist advice and input into decisions and planning affecting the future direction of that particular activity/ area.</li> <li>• Acting as broker between the University and external companies to identify and develop specific KT projects.</li> <li>• Production of a high quality research impact case study, or currently developing a research impact case study of significant potential or development of potentially strong pathways to impact plan.</li> <li>• Record of commercialisation of knowledge.</li> <li>• Awards for innovation or impact.</li> <li>• Development of a new technique that has been adopted by an external organisation/ company.</li> <li>• Provision of advice to boards of commercial organisations on the future development of a particular product.</li> </ul>

		<ul style="list-style-type: none"> <li>• Development of new programmes in response to engagement with business organisations or other external partners.</li> <li>• Contribution to regeneration and economic development.</li> </ul>
<b>Social Engagement and Outreach</b>	<ul style="list-style-type: none"> <li>• <b>Promotion of subject, discipline, School, Faculty or University at Open Days, school visits, UG and PG recruitment events; employer engagement; knowledge transfer; community projects; voluntary organisations; international student recruitment.</b></li> <li>• <b>Tangible support for knowledge transfer, such as the public understanding of science or promoting better understanding of social, cultural or historical issues.</b></li> <li>• Record of raising the profile of the University and bringing international recognition to it through dissemination of academic activity to the public or other external users or clientele.</li> <li>• Public and/ or cultural engagement.</li> <li>• Policy development in public institutions leading to changes in practice.</li> <li>• Promotion of experiential or community-based learning for students through placements and internships or through the Science Shop.</li> <li>• Evidence of a leading contribution to the public engagement work of the University generally.</li> </ul>	<ul style="list-style-type: none"> <li>• Research into a particular issue that has provided information and advice to government to help develop national guidelines/ policy.</li> <li>• Findings from your research resulting in the development and introduction of government guidelines on a particular area/ subject.</li> <li>• Evidence of using status to establish specific partnerships with external and internal groups.</li> <li>• Provision of advice to boards of significant public bodies on the long-term strategy of a particular national issue.</li> <li>• Appearances, articles or acknowledgements in national/ international media.</li> <li>• Appointment to high-level national or international industry/ other sector body or role.</li> <li>• Official University representative.</li> <li>• Significant participation in activities as defined in the University's Social Charter.</li> <li>• Contributing toward environmental sustainability, protection and impact reduction.</li> <li>• Enhancing the research capacity, knowledge and skills of businesses and organisations.</li> </ul>

**\* Clinical Academic applicants must have performed satisfactorily in the annual joint University/NHS appraisal of clinical role relating to patient care.**



ACADEMIC PROFILE 2017

PROFESSOR (EDUCATION) \*

### TEACHING AND SCHOLARSHIP

	Role Criteria – Professor (Education)	Types of Evidence
Output	<ul style="list-style-type: none"> <li>Established scholar as evidenced by contributions to the advancement of knowledge and understanding, and/ or its creative or professional application in the field of teaching and learning at an international level.</li> <li>Continued record of outputs that have influenced the discipline and/ or the practice of teaching/ improved the student experience within the subject area.</li> </ul>	<ul style="list-style-type: none"> <li>Sustained record of publications in high quality, internationally recognised journals contributing to the conceptual and/or practical development of the discipline.</li> <li>Publication of student text books.</li> <li>Editorship of conference or workshop proceedings.</li> <li>Sustained record of publications in peer-reviewed conference proceedings and/ or professional magazines.</li> <li>Publication of highly-regarded teaching materials and evidence that they are used in comparable research-intensive institutions nationally and, where appropriate, internationally.</li> <li>Authorship of practice manuals for external use.</li> <li>Staging of international exhibitions or performances.</li> <li>Successful international conference organisation.</li> <li>Sustained track record of invited and keynote presentations.</li> <li>Presentations at international conferences, workshops and other fora of significance.</li> </ul>
Income	<ul style="list-style-type: none"> <li>Continued record of leading successful bids for national or international grants or other awards, as appropriate to the discipline.</li> <li>Management of significant projects appropriate to the mode of scholarship being carried out, ensuring completion within appropriate timescales and budgets.</li> <li>Typically securing income of c. 100k in total over the last 6 years for developments in teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Sustained record of obtaining external funding for research, educational development, knowledge transfer or outreach activity, as appropriate to subject area.</li> <li>Successful delivery as PI of peer-reviewed, funded projects, appropriate to the area.</li> <li>Delivery of professional training courses.</li> <li>Evidence of sustained ability to attract significant new clients and/ or repeat business for executive education or CPD.</li> </ul>

<b>Esteem</b>	<ul style="list-style-type: none"> <li>• <b>Significant contribution to the University's national/international profile in teaching.</b></li> <li>• <b>Recognised international expert in subject field.</b></li> <li>• Invited assessor or reviewer for universities or professional or public bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Fellowship of subject specific society.</li> <li>• Track record of regular invited talks at national/international conferences/events and/or UK HEIs in relation to teaching and/or the scholarship of teaching.</li> <li>• Track record of leading workshops/ seminars for national bodies such as the HEA and QAA.</li> <li>• Record of specialised external consultancy, e.g., QAA assessor.</li> <li>• Membership of education or training committees of professional institutions and/ or public bodies.</li> <li>• Involvement with national discipline and professional bodies.</li> <li>• Record of external examining at UG, PGT level.</li> <li>• National teaching awards.</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>• National or international collaborations with individuals or groups on education-related matters.</li> <li>• Non-academic impact as defined by REF.</li> <li>• Provision of high level expertise to external parties, delivering demonstrable and attributable impact in terms of user benefits and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment and leadership of joint projects to develop international guidelines on research into a particular field to improve partnership working.</li> <li>• Chair of the Executive Committee of a particular Society and leading the development of a more strategic approach on the discipline.</li> <li>• Production of material which results in the development and introduction of government guidelines on a particular area/subject.</li> </ul>
<b>Supervision</b>	<ul style="list-style-type: none"> <li>• Student supervision as primary and secondary supervisor.</li> <li>• <b>Supervision or mentoring of staff.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of having sustained, successful PhD supervision as first supervisor, or other kinds of successful supervision, e.g. MA dissertations.</li> <li>• Evidence of the provision of high quality student support through distinctions/awards earned by students for work supervised by the applicant.</li> <li>• Record of effective supervision and mentoring of teaching-related or other staff.</li> </ul>
<b>EDUCATION</b>		
	<b>Role Criteria – Professor (Education)</b>	<b>Types of Evidence</b>
<b>Quality of Delivery</b>	<ul style="list-style-type: none"> <li>• <b>Excellent standard of teaching performance at undergraduate and/or postgraduate levels (which might include CPD provision) as judged by evaluation methods, including student feedback and peer-review, at a load in accordance with the School Workload Model.</b></li> <li>• <b>Responsiveness to issues raised in/for the School e.g. through NSS, FYSE, SYSE, PTES; meeting School targets for assessment and feedback; student recruitment and retention, employability; reflection on teaching activity.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Higher Education Academy Membership/ PGCHET (or equivalent).</li> <li>• Evidence of continuing professional development.</li> <li>• Delivery of effective teaching as evidenced by positive feedback received from students, colleagues and external examiners.</li> <li>• Evidence of contribution to the successful delivery or enhancements of particular modules.</li> </ul>

	<ul style="list-style-type: none"> <li>• Effective delivery of own teaching, and participation in the assessment and quality assurance of programmes, modules or equivalent components of the taught portfolio.</li> </ul>	
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• <b>Responsibility for enhancing the quality of learning opportunities within the School/ Institute, aligning student learning needs with learning opportunities to enhance the quality of the student experience.</b></li> <li>• <b>Provision of support and guidance to students, taking into account individual circumstances, working to resolve issues and recognising when and how to involve specialist parties.</b></li> <li>• <b>Responsibility for reviewing his/ her own teaching activities, to ensure that learning outcomes are effectively achieved, taking account of feedback received.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate contribution to teaching through breadth or range of modules/ levels, in accordance with School Workload Model.</li> <li>• Evidence of effective engagement with students leading to an enhanced student experience.</li> <li>• Evidence of responding to student, peer or external examiner feedback.</li> <li>• Evidence of reflection on teaching activity.</li> <li>• Chair of working groups and committees involving student representatives whose remit is to improve the student experience.</li> <li>• Evidence of dealing with issues involving individual students.</li> </ul>
<b>Course Development</b>	<ul style="list-style-type: none"> <li>• <b>Sustained contributions to School policy and practice in teaching, with a leading role in developing the direction of teaching and learning within the discipline or subject area within the institution.</b></li> <li>• <b>Development of new approaches to lead innovation in the development or modernisation of the subject curriculum, assessment, use of technology and pedagogy within the School.</b></li> <li>• Successful and effective teaching performance, taking account of an appropriate range of teaching methods and assessment, developing new approaches as appropriate, teaching at different levels and identifying opportunities for integrating research into teaching.</li> <li>• Engagement in the review, development and planning of modules and/ or programmes, taking account of experience and feedback.</li> <li>• Engagement in quality enhancement theme networks or similar networks to support disciplinary and/ or generic improvements in the quality of learning and teaching.</li> <li>• Development of methodologies and techniques appropriate to the type of scholarship being carried out.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful and sustained record of innovative application to teaching and learning practice of latest research and scholarship, both in the substantive area of the discipline being taught and in pedagogy/ scholarly activity with evidence of its impact on the student experience.</li> <li>• Update of modules in light of new findings or developments within the discipline and having discussion topics around new research.</li> <li>• Development of successful new programmes.</li> <li>• Responsibility for a particular undergraduate or postgraduate programme.</li> <li>• Evidence of use of innovative methodologies or technologies in teaching.</li> <li>• Contribution to the development of pedagogical approaches and assessment practice, proposing changes to enhance the student learning experience.</li> <li>• Contribution of specialist components to a module or modules at PG level.</li> <li>• Pioneer role in the use of online delivery and/ or assessment.</li> <li>• Record as external Examiner at UG and/ or PGT level.</li> <li>• Contribution to growth of student population resulting in new income streams.</li> <li>• Development of international placement, internship, student exchange or educational opportunities for student cohorts.</li> </ul>

# ACADEMIC LEADERSHIP

	Role Criteria – Professor (Education)	Types of Evidence
<b>Leadership (School)</b>	<ul style="list-style-type: none"> <li>• <b>Sustained teaching leadership at international level both within the institution and in the wider community.</b></li> <li>• <b>Significant contribution to the University's international profile through development of partnerships in education.</b></li> <li>• <b>Contribution to School administration and management through leadership of team or area of responsibility.</b></li> <li>• Development and mentorship of less experienced members of staff, identifying development needs, agreeing plans to meet these and managing and supporting staff in line with University policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of successful period as Director of Education.</li> <li>• Leadership of the review and implementation of a substantial initiative at School or University level to develop the quality of education, ensuring objectives are met.</li> <li>• Chair of significant School committees, e.g. SSCC, School Education Committee, etc.</li> <li>• Substantial role in administration of education, such as Module, Year, or Programme Convenor, Advisor of Studies, Examination Officer.</li> <li>• Lead coordinator in professional accreditation, EEP.</li> <li>• Leadership role in student recruitment, nationally and internationally.</li> <li>• Management responsibilities for a significant group of staff.</li> <li>• Establishment of teams and groups to carry out projects into a particular issue within the discipline.</li> <li>• Involvement in the mediation of disputes between staff.</li> <li>• Mentoring of an individual staff member or group of staff.</li> </ul>
<b>Leadership (Faculty/ University)</b>	<ul style="list-style-type: none"> <li>• <b>Leadership role in the management and support of strategic initiatives at Subject, School, Faculty and/or University levels.</b></li> <li>• Record of input into the overall strategic direction of the University and/ or own academic discipline, taking a leading role in the management of major areas of activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Chair of University Committees or working groups.</li> <li>• Significant contribution to the development of policy at Faculty or University level.</li> <li>• Expert work within the University, e.g. on committees and working groups.</li> <li>• Leadership role in the review, development and implementation of the education strategy, policy and practices of the Faculty or University.</li> </ul>
<b>Leadership (External)</b>	<ul style="list-style-type: none"> <li>• <b>Leadership role in the relevant wider academic or professional community with demonstrable impact on the strategic direction of future education delivery.</b></li> <li>• Evidence of agenda setting in education through e.g. participation or advisory roles in professional or government bodies.</li> <li>• Continued track record of promoting activities externally, demonstrating influence of key parties and achieving tangible benefits for the profession and/ or the University as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>• Award of prizes or recognition by peer-group bodies.</li> <li>• Sustained track record of invited and keynote presentations.</li> <li>• High-level membership of appropriate professional bodies or equivalent.</li> <li>• Chair of national/international policy committees; membership of international discipline committees.</li> <li>• Membership of appointment, assessment or advisory committees at other HEIs.</li> <li>• Active membership of an editorial board of a respected journal.</li> <li>• Active member of a committee of a national subject group.</li> </ul>

		<ul style="list-style-type: none"> <li>• Member of a government committee or enquiry, providing advice on the future of the discipline, its funding or application.</li> <li>• Provision of advice to government or policymaking bodies.</li> <li>• Authorship of (or being a member of the body which created) an official report in the subject area.</li> <li>• Highly visible role in a public enquiry.</li> <li>• Public visibility through articles in national newspapers, appearances (either as a speaker or interviewee) on radio and television in a role directly relevant to the discipline and/or University.</li> <li>• Scarce technical/subject expertise.</li> </ul>
<b>SOCIETAL AND ECONOMIC IMPACT</b>		
	<b>Role Criteria – Professor (Education)</b>	<b>Types of Evidence</b>
<b>Knowledge Transfer and Enterprise</b>	<ul style="list-style-type: none"> <li>• <b>Application of knowledge to improve public sector performance and quality of life by informing public policy and government or by significantly influencing the cultural and heritage sector.</b></li> <li>• Sustained record of success in knowledge creation and transfer to improve the performance of business, commerce and/ or industry, broadly defined to include the third sector, as illustrated by contract, license and/ or consultancy income.</li> <li>• Identification of new opportunities for KT activity, establishing, managing and leading influential and sustained networks, partnerships or programmes, and gaining funding where appropriate.</li> <li>• Record of building capacity in public, private or third sector organisations, and/ or contributing to evidence-informed policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Role in the review, development and implementation of the learning and teaching or KT strategy, culture, policy and practices of the School, Faculty or University by providing specialist advice and input into decisions and planning affecting the future direction of that particular activity or area.</li> <li>• Acting as broker between the University and external companies to identify and develop specific KT projects.</li> <li>• Record of commercialisation of knowledge.</li> <li>• Awards for innovation or impact.</li> <li>• Development of a new technique that has been adopted by an external organisation/ company.</li> <li>• Provision of advice to boards of commercial organisations on the future development of a particular product.</li> <li>• Development of new programmes in response to engagement with business organisations or other external partners.</li> </ul>
<b>Social Engagement and Outreach</b>	<ul style="list-style-type: none"> <li>• <b>Promotion of subject, discipline, School, Faculty or University at Open Days, school visits, UG and PG recruitment events; employer engagement; knowledge transfer; community projects; voluntary organisations; international student recruitment.</b></li> <li>• <b>Tangible support for knowledge transfer, such as the public understanding of science or promoting better understanding of social, cultural or historical issues.</b></li> <li>• Record of raising the profile of the University and bringing international recognition to it through dissemination of academic activity to the public or other external users or clientele.</li> <li>• Public and/ or cultural engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Research into a particular issue that has provided information and advice to government to help develop national guidelines or policy.</li> <li>• Findings from your research resulting in the development and introduction of government guidelines on a particular area or subject.</li> <li>• Use of status to establish specific partnerships with external and internal groups.</li> <li>• Provision of advice to boards of significant public bodies on the long-term strategy of a particular national issue.</li> </ul>

	<ul style="list-style-type: none"> <li>• Policy development in public institutions leading to changes in practice.</li> <li>• Promotion of experiential or community-based learning for students through placements and internships or through the Science Shop.</li> <li>• Evidence of a leading contribution to the public engagement work of the University generally.</li> </ul>	<ul style="list-style-type: none"> <li>• Appearances, articles or acknowledgements in national/ international media.</li> <li>• Appointment to high-level national or international industry/ other sector body or role.</li> <li>• Official University representative.</li> <li>• Significant participation in activities as defined in the University's Social Charter.</li> </ul>
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**\* Clinical Academic applicants must have performed satisfactorily in the annual joint University/NHS appraisal of clinical role relating to patient care.**