- 1.1. These criteria for promotion incorporate the requirements set out in the <u>Academic Role</u> Profiles.
- 1.2. The School Promotions Committee (SPC) and Academic Promotions & Advancements Committee (APATC) will consider the applications for promotion and assess whether or not there is sufficient evidence that the applicant has met the criteria for the level of promotion to which they are applying.
- 1.3. In considering an application for promotion, the SPC and APATC will consider the progress s last promotion to a higher grade, whichever is the later.

For Lecturers who reach the top point for Lecturer A, progression to Lecturer B will be the normal expectation. Other Lecturers engaged in education and research can progress to Lecturer B if they have demonstrated progress and achievement against all of the following criteria.

- 2.1.1. A first degree and normally a PhD, or equivalent scholarly or relevant professional activity.
- 2.1.2. Active engagement in education and student learning, including course design and assessment, with an understanding of appropriate pedagogy in the subject area demonstrated by the inclusion in the submission of an Education & Scholarship Portfolio.
- 2.1.3. Demonstrated progress in research and scholarly activity typically evidenced by publications.
- 2.1.4. Demonstrated progress in: making applications for funding; initiating or developing contacts with partners outside of the University; wider involvement in the subject area, contribution to societal benefit, or impact from research.
- 2.1.5. Contribution to duties in the Department or Unit.

In considering promotion to this grade, each candidate's performance will be considered in relation to all of the criteria below, but the Committees may, at their discretion, recommend promotion for exceptional achievement in some but not all of the criteria.

2.2.1. Sgnificant contribution to education and student learning, including in areas of delivery and assessment, typically evidenced by positive peer and student evaluation and by production of an Education & Scholarship Portfolio.

internal consultation) of excellence in education; of thoughtful and effective innovation in the development of new courses and/or programmes; and of leadership in the promotion of teaching in the subject. Where education criteria are expected to play a dominant role in a particular case for a Professorship, evidence of innovative thinking and practice which has changed the nature of

effectiveness and evidence of publications on research contributions to the development of the pedagogy of the discipline or field and/or of contributions to national policy making and educational debate.

2.4.3. Leadership and Otizenship: The Committee will wish to see evidence of serious commitment to the University through significant contributions to the work of the Subject and School and to the needs of the Institution as a whole. Undertaking major leadership tasks within the University and/or fostering the cause of the subject and of the University by accepting tasks such as service on relevant national, regional or local bodies will also be taken into consideration.

For Lecturers who reach the top point for Lecturer A, progression to Lecturer B will be the normal expectation. Other Lecturers engaged in education and scholarship can progress to Lecturer B if they have demonstrated progress and achievement against all of the following criteria.

- 3.1.1. A record of development of new modules/groups of modules, or significant components of schemes of study or CPD modules.
- 3.1.2. A proven and sustained track record of successful teaching.
- 3.1.3. A high standard of teaching performance as judged by standard evaluation methods.
- 3.1.4. Evidence of using feedback information from a range of sources to improve the student experience.
- 3.1.5. Evidence of using knowledge arising from scholarship to enhance education and curriculum development.
- 3.1.6. Evidence of engagement in advising students and proactively responding to student problems.
- 3.1.7. Evidence of contributions to a relevant national professional body or recognised event.
- 3.1.8. Evidence of identifying and employing current pedagogic best practice to improve the student experience.

3.1.9.	A significant contribution to School/Departmental duties and responsibilities.
In consid	dering promotion to this grade, each candidate's performance will be considered in

A post of Research Fellow B is broadly equivalent to Lecturer B. Research Fellows appointed at or promoted to this level will normally carry a level of responsibility and a range of duties appropriate to a person with substantial research experience.

- 4.1.1. Evidence of significant independent contributions to the design and execution of research.
- 4.1.2. Oreditable record of sustained research output evidenced by publications, reports prepared for sponsoring bodies, participation in seminars, conferences, etc.
- 4.1.3. Evidence of independent research reputation and professional recognition evidenced, for example, by serving on peer review committees, acting as a referee for journal articles or research grant applications.
- 4.1.4. Ability to lead and manage a small research group or programme or assist in the running of a larger group or programme.
- 4.1.5. Ability to co-ordinate and supervise successfully the work of more junior research and support staff.
- 4.1.6. Evidence of successful relationships with partners outside the university, in support of their research, for example members of the general public, policy makers or NGOs and contribution to societal benefit or impact from research.
- 4.1.7. Ability to supervise PhD students.
- 4.1.8. Ability to play a constructive role in obtaining research funding.
- 4.1.9. Evidence of successful engagement in teaching or supervision.

Senior Research Fellows are equivalent to Senior Lecturers and Readers. The research profile of those promoted to Senior Research Fellow will be at least commensurate with those promoted to Senior Lecturer.

Promotion to Senior Research Fellow will only be made where the candidate can demonstrate individual research achievement. Managing and planning research may be a part of that achievement but will not be the principal justification for promotion.

4.2.1. Substantial achievements over a continuing period in terms of completed independent research and related publications, including articles in refereed

4.2.2.

university, in support of their research, for example members of the general public, policy makers; NGOs and demonstration of societal benefit or impact from research.

- 4.3.7. Evidence of successful supervision of doctoral students.
- 4.3.8. Commitment to the broader work of the University and Higher Education generally reflected, for example, through taking on major administrative tasks or serving on committees and working parties.
- 4.3.9. Evidence of successful engagement in teaching or supervision.