



## **Academic Advancement Board Procedure**

### **1. Introduction**

This policy describes the promotion process for all academics up to and including to grade 8. It therefore covers the following categories of academic staff and grades:

- a) University Teacher (Grade 6) to Assistant Professor (Grade 7)
- b) Assistant Professor (Grade 7) to Assistant Professor (Grade 8)
- c) Research Assistant (grade 6) to Research Associate (grade 7)
- d) Research Associate (grade 7) to Research Fellow (grade 8)

NB any move from grade 6 to a Grade 7, Assistant Professor is treated as a new academic appointment. The exception is for those DEP Tutors who have been recruited following ordinance F2.

The criteria for such promotions are set out in Appendix A: Academic Promotion – Criteria for Assessment. These are based on role descriptions derived from the nationally recognised Role Profiles recommended by JNCHES. All the level descriptors are available at <https://heriotwatt.sharepoint.com/sites/hr-yourcareeranddevelopment/SitePages/Level-Descriptors,-Academic-and-Professional-Services-Staff.aspx>

### **2. The Academic Advancement Board**

#### **2.1 Composition of the Board**

The composition of the Board will be as follows. This membership can be varied at the discretion of the Principal.

Vice Principal and Provost Convener  
Deputy Principal (Research and Innovation)  
Deputy Principal (Learning and Teaching)  
The Deans of the University  
Heads of School or an academic member of the School Management team who was involved in the School Promotion Panel  
Reward and Wellbeing Consultant, Clerk

All members of the Board should have an awareness of HERA job evaluation.

### **3. Promotions Nomination Process**

As part of the PDR process all academic staff should discuss their career path and progression with their Reviewer, including the opportunities for developing their career and promotion prospects. Heads of School shall, in consultation with the Management Team of the School, ensure that all academic staff, as far as possible, have access to development opportunities to allow them to achieve their career ambitions.

HR will write to Heads of School in February of each year, inviting them to submit cases for promotion of academic and research staff within their School. In preparation for that, it is recommended that following the PDR "round", the School Management Team (or a subset thereof) should consider all staff eligible for promotion and agree on which cases should be put forward to the Board.

HR will provide Heads of School a list of all academic and research staff on grades 6 or 7 in their School. If someone is at the top of the scale and not being put forward for promotion the reason for this should be entered on the list and returned to HR.

### **3.1 Nominations from Head of School**

The cases for promotion must include:

#### **A. From the candidate**

- The individual's case for promotion, on no more than 2 sides of A4, which should be written with reference to the criteria for assessment and in particular how they match the relevant role profile.
- Full Curriculum Vitae in the standard format and publications list in the standard template.
- If appropriate, Special Circumstances Form

#### **B. From the School**

- An APB form reviewing the case for promotion and including an assessment of the candidate's achievements and contribution against the criteria detailed in Appendix A: Academic and Research Promotions – Criteria for Assessment.
- For Dubai and Malaysia the Vice Principal of the Campus must also comment on any case.

Templates are at <https://heriotwatt.sharepoint.com/forms>

### **3.2 Self Nomination**

Academic staff may enquire of their Head of School whether or not they have been recommended for promotion. If they have not, they then have the option of making an additional statement for promotion.

Personal cases for promotion must include the same information and documentation as listed at 3.1 A above.

HR will pass a copy of the self-nomination papers to the Head of School and where relevant, the Vice Principal of the Campus, with a request for a positive or negative recommendation, supported by reasons. HR will provide the member of staff with a copy of this recommendation.

### **3.3 Standard Documentation**

In all submission cases, it is important, for consistency purposes, that submissions of CVs are fully completed in the standard formats, as shown on the HR web pages. Incomplete submissions may be rejected. <https://heriotwatt.sharepoint.com/forms>

### 3.4 Normal expectations

It will be the normal expectation that an Assistant Professor who has completed probation and has reached the maximum of grade 7 (excluding contribution points) should be advanced to grade 8. Where an Assistant Professor has reached the top of grade 7 and has completed probation (or is being recommended to have completed probation) the School should submit a case for promotion to grade 8 on the relevant form. Where such a recommendation cannot be made, reasons should be provided to the Board.

It will be the normal expectation that a Research Assistant reaching the maximum of grade 6 (excluding contribution points) and who has completed a PhD should be advanced to grade 7. The School should submit a case for promotions from grade 6 to grade 7, or grade 7 to grade 8 on the relevant form. The case must be based on the job the researcher is carrying out and the published Role Profiles for Research Staff. Where Research Staff are appointed to grade 6, pending transfer to grade 7 on completion of a PhD, this should be clearly specified in their contract.

### 3.5 Deliberations of the Board

#### Promotion

The Board will meet to review the submitted promotion papers for each nominee, using the guidance document Academic Promotions – Criteria for Assessment (Appendix A). The Board will review all promotion recommendations and approve or reject them, on the basis of the evidence provided.

## 4. Outcomes

Recommendations regarding promotion requests will be reported to the University Executive annually in a summary paper from the Global Director of Human Resources.

### 4.1 Feedback to candidates

All unsuccessful applicants for promotion (whether nominated by their Head of School or self-nominated) shall be given reason(s) in writing why they were not promoted and what further development would be expected for a successful application. **Delivery of feedback, actions and recommendations relating to successful and unsuccessful applicants are the responsibility of the School Representative on the Board.**

## 5. Exceptional promotions

In exceptional circumstances (such as retaining essential staff in key strategic areas), it may be necessary to implement emergency procedures. Cases for consideration under an Exceptional Promotions procedure must be put forward by the relevant Head of School to the Vice Principal in the same format as outlined above.

If a prima facie case is accepted by the Vice Principal, an ad hoc interview panel will be convened according to the requirements of the Ordinance F2.

Cases which are confirmed will be reported to the next University Executive as under 4 above.

## 6. Equality of Opportunity

We value and encourage each unique and positive contribution, acknowledging that our diversity enriches us. The University welcomes and supports applications for career progression from all members of the University Community.

To help us to ensure that our processes are fair, accessible and free from discrimination we will collect and use equality data for monitoring and evaluation purposes. This information will be held in accordance with Data Protection requirements.

## **7. Appeals Process**

The appeals process against being held at grade 6 or 7 is set out in a separate document.

### **To be read in conjunction with the following documents**

*Academic Promotions – Criteria for Assessment – Appendix A*

*Academic Probation and Promotion Appeals Procedure.*



## Appendix A

### Academic Promotion – Criteria for Assessment

#### 1. Introduction

This guidance summarises the main academic and research promotion pathways and also sets out the criteria against which promotion to each grade in the University's structure will be assessed.

This guidance should be read alongside the documents, "Academic Promotions Board Procedures (Senior Promotions)" and "Academic Advancement Board Procedures."

The purpose of having a clear academic promotion process is:

- To promote academic staff whose performance demonstrates contribution to the University, with merit in all of:
  - Research;
  - Teaching and Scholarship;
  - Administration, Management and Leadership in the University and external community;
- To provide a fair, transparent and equitable method of assessment;
- To enable flexibility in assessment in order that the over-riding consideration is contribution to the achievement of the University's strategy, recognising that the strategy will inevitably evolve, that minimum levels of achievement will be required in all activities, but that individuals will contribute with different emphasis in the different areas, and that rewards will be on the basis of consistently applied standards.

The diagram on the following page illustrates the main progression possibilities for staff concentrating on a teaching and/or research career<sup>1</sup>.

#### 2. Academic Role Profiles

The balance of activities can vary between Academic roles. Most posts will involve balancing individual responsibilities with a wider contribution to the work of the team, discipline, School, University and to the External Community.

At all levels, appropriate discipline knowledge, combined with teaching and research ability and well developed communication skills are required, increasing through the levels. At the higher levels, there will be an increasing emphasis on academic leadership and strategic management and/or impact on the field in the UK and internationally.

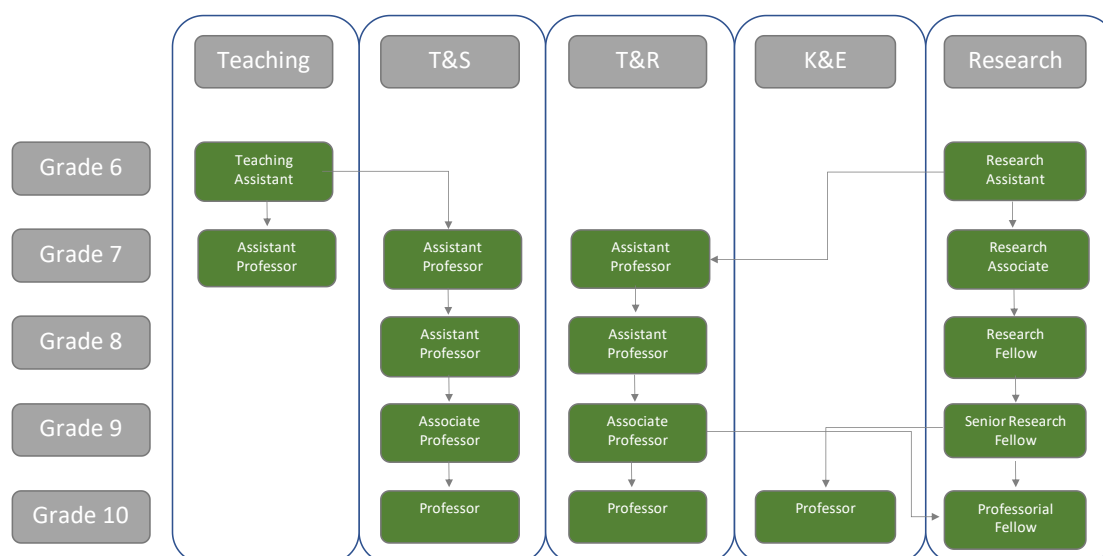
It is expected that the requirements associated with each level will continue to apply to those individuals who progress to the next level and beyond. There is an expectation that

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<sup>1</sup> For Academic staff the standard contract will include both Teaching and Research. Changes to contracts will only be permitted subject to the approval of the Head of School and UE

individuals in academic roles will continue to contribute to some activities associated with lower levels. In addition, and in the interests of career development but subject to the needs of the School individuals will be expected to contribute to some of the activities associated with a higher level. Such contributions will be identified and recorded in the Performance and Development Reviews.

### Academic Grade Structure



There are a number of academic career pathways available to staff. We understand that staff may wish to change career pathway during their academic career. There is a separate process for staff who wish to move between pathways. This is at <https://heriotwatt.sharepoint.com/sites/hr-yourcareeranddevelopment/SitePages/Academic-Career-Pathway-Change.aspx>

#### Grade 7, Assistant Professor

Roles at this level will generally represent the early stages of an academic career before progressing to Grade 8. There will be a clearly defined set of responsibilities within an established research/teaching programme. Support in the form of appropriate mentoring will normally be provided. Evidence will be required of the ability to innovate and plan, and to execute plans competently.

#### Grade 8, Assistant Professor

Roles at this level will be individuals experienced in teaching and research. In all cases there will normally be accountability for the design, delivery and quality of a whole courses and research projects, with measurable outcomes, as well as contributing to the wider development of programmes. There may be responsibility for representing the work of the University in the field locally and nationally in appropriate networks and/or in public activities and for contributing to the wider academic community beyond the University. There will be responsibility for some aspects of administration within the School and/or University.

#### Grade 9, Associate Professor/Senior Research Fellow

Roles at this level will have substantial professional/academic experience and achievement, and will include substantive contributions in research and teaching. Individuals will have a well established reputation in their field and be making a demonstrable impact on their field at national and international level.

Roles with a greater focus on teaching will require a record of leading development activity in relation to teaching and learning policy and practice. There will also be evidence of innovation, leading to significant contributions to implementation of the University's T & L strategy. Such roles will also require a minimum level of achievement in research at a level higher than for Assistant Professor grade 8.

Roles with a greater focus on research will require a clear record of impact, shown in substantial and sustained high quality research leadership and outputs, measured by the norms of the peer-review community (e.g., in nature and scale of research supervision, funding, and publications). Such roles will also require a minimum level of achievement in teaching at a level higher than for Assistant Professor grade 8.

In all cases, there will be significant responsibility for administration and management within the University.

There will be responsibility for representing the work of the University in the field locally, nationally and internationally in appropriate networks and/or in public activities and for contributing to the wider academic community beyond the University. Role holders are likely to hold positions of responsibility in e.g. learned societies, professional institutions, editorial boards, organising committees of international conferences, research councils and government bodies, etc.

### **Grade 10, Professor / Professorial Fellow**

Roles at this level will carry significant academic leadership responsibilities and role holders will have a substantial reputation in research and teaching.

Roles with a greater focus on research will require original research to be carried out and published, which is internationally leading – maintaining an appropriate level of research activity, inputs and outputs as measured by the norms of peer review in the subject, with an established reputation in the appropriate international research community. Such roles will also require a minimum level of achievement in teaching at a level higher than for Associate Professor/ Senior Research Fellow.

Roles with a greater focus on teaching will require leading developments in teaching, learning and in assessment across a number of levels or modes of delivery. Role holders will have broadened and deepened their impact on curricula, teaching methods and teaching and learning assessments to an international standard. They will have devised and introduced new or enhanced teaching programmes that have contributed substantially to the achievement of the University's strategy. Such roles will also require a minimum level of achievement in research at a level higher than for Associate Professor/ Senior Research Fellow.

Role holders at this level will be responsible for all aspects of a significant area of work, including strategy, and for the management of staff, programmes and projects, finance and other resources and for overall quality assurance in the area of work.

There will be responsibility for representing the work of the University in the field locally, nationally and internationally in appropriate networks and/or in public activities and for contributing to the wider academic community beyond the University in a leading capacity. Role holders will hold leading positions of responsibility in e.g. learned societies, professional institutions, editorial boards, organising committees of international conferences, research councils and government bodies, etc.

<b>Grade 7 (Assistant Professor)</b>	<b>TEACHING AND RESEARCH</b>
1 Teaching and learning support	<ul style="list-style-type: none"> <li>• Teach as a member of a teaching team in a developing capacity within an established programme, with the assistance of a mentor if required.</li> <li>• Teach in a developing capacity in a variety of settings from small group tutorials to large lectures.</li> <li>• Transfer knowledge in the form of practical skills, methods and techniques.</li> <li>• Identify learning needs of students and define appropriate learning objectives.</li> <li>• Ensure that content, methods of delivery and learning materials will meet the defined learning objectives.</li> <li>• Planning, and authoring (or revising) new course material as part of the School/Institute's teaching programmes.</li> <li>• Develop the skills of applying appropriate approaches to teaching.</li> <li>• Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.</li> <li>• Supervise the work of students, provide advice on study skills and help them with learning problems.</li> <li>• Select appropriate assessment methods, assess the work and progress of students on this basis and provide constructive feedback to students.</li> <li>• Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.</li> </ul>
2 Research and scholarship	<ul style="list-style-type: none"> <li>• Develop research objectives and proposals for own or joint research, with the assistance of a mentor if required.</li> <li>• Conduct individual and collaborative research projects.</li> <li>• Author and submit research proposals to suitable funding organisations</li> <li>• Disseminate results of research in peer reviewed journals and conferences, and/or through other appropriate media</li> <li>• Continually update knowledge and understanding in field or specialism.</li> <li>• Translate knowledge of advances in the subject area into the course of study.</li> </ul>
3 Communication	<ul style="list-style-type: none"> <li>• Deal with routine communication using a range of media.</li> <li>• Communicate complex information, orally, in writing and electronically.</li> <li>• Prepare proposals and applications to external bodies, e.g. for funding and accreditation purposes.</li> <li>• Author and submit research proposals to suitable funding organisations</li> <li>• Communicate material of a specialist or highly technical nature.</li> </ul>
4 Liaison and networking	<ul style="list-style-type: none"> <li>• Liaise with colleagues and students.</li> <li>• Participate on School/Institute committees; for example, teaching groups, recruitment groups, examination boards, etc.</li> <li>• Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.</li> <li>• Join external networks to share information and ideas.</li> <li>• Where opportunities arise promote and market the work of School/Institute.</li> </ul>
5 Managing people	<ul style="list-style-type: none"> <li>• Agree responsibilities.</li> <li>• Manage own teaching, research and administrative activities, with guidance if required.</li> <li>• Supervise students on taught courses when carrying out projects, dissertations, etc</li> <li>• Assist students in capacity of personal mentor.</li> <li>• Contribute to supervision of research students and /or Research Associates</li> </ul>
6 Teamwork	<ul style="list-style-type: none"> <li>• Collaborate with academic colleagues on course development and curriculum changes.</li> <li>• Attend and contribute to subject group meetings.</li> <li>• Collaborate with colleagues to identify and respond to students' needs.</li> </ul>



7 Pastoral care	<ul style="list-style-type: none"> <li>• Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.</li> <li>• Appreciate the needs of individual students and their circumstances.</li> <li>• Act as student mentor , giving first line support.</li> <li>• Refer students as appropriate to services providing further help.</li> </ul>
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and research activities.</li> <li>• Respond to pedagogical and practical challenges.</li> <li>• Share responsibility in deciding how to deliver modules and assess students.</li> <li>• Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.</li> </ul>
9 Planning and managing resources	<ul style="list-style-type: none"> <li>• Use teaching and research resources, laboratories and workshops as appropriate.</li> <li>• Contribute to administration within the School/Institute.</li> <li>• Plan and manage own teaching and tutorials as agreed with mentor.</li> <li>• Plan and manage research activity</li> </ul>
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills.</li> <li>• Balance with help the competing pressures of teaching, scholarship, research and administrative demands and deadlines.</li> </ul>
11 Work environment	<ul style="list-style-type: none"> <li>• Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>• Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching and research programmes and to have the capacity to develop independent module streams.</li> <li>• Engage in continuous professional development.</li> <li>• Able to engage the interest and enthusiasm of students and inspire them to learn.</li> <li>• Develop familiarity with a variety of strategies to promote and assess learning.</li> <li>• Understand equal opportunities requirements for academic content and issues relating to student need.</li> </ul>

Grade 8 (Assistant Professor) – building on G7	TEACHING AND RESEARCH
1 Teaching and learning support	<ul style="list-style-type: none"> <li>• Design teaching material and deliver either across a range of subjects or within a discipline.</li> <li>• Use appropriate teaching, learning support and assessment methods.</li> <li>• Supervise student projects, field trips and, where appropriate, placements.</li> <li>• Identify areas where current provision is in need of revision or improvement.</li> <li>• Contribute to the planning, design and development of objectives and material.</li> <li>• Select appropriate assessment methods, assess the work and progress of students on this basis and provide constructive feedback to students.</li> </ul>
2 Research and scholarship	<ul style="list-style-type: none"> <li>• Develop research objectives and proposals for own or joint research.</li> <li>• Conduct individual or collaborative research projects.</li> <li>• Identify sources of research funding and secure funds.</li> <li>• Extend, transform and apply knowledge acquired from scholarship to teaching, research and appropriate external activities.</li> <li>• Disseminate results of research in peer reviewed journals and conferences, and/or through other appropriate media</li> <li>• Make presentations at conferences or exhibit work at other appropriate events.</li> <li>• Participate in peer review as an individual reviewer.</li> </ul>
3 Communication	<ul style="list-style-type: none"> <li>• Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.</li> </ul>
4 Liaison and networking	<ul style="list-style-type: none"> <li>• Participate and possibly take leadership role on School/Institute committees; for example, teaching groups, recruitment groups, examination boards, etc.</li> <li>• Participate in and develop internal and external networks, for example to identify sources of funding, contribute to student recruitment, secure student placements, market the institution, facilitate out reach work, generate income, obtain consultancy projects, or build relationships for future activities. Other external examples include: working with learned societies, professional institutions, editorial boards, organising committees of international conferences, research councils and government bodies.</li> </ul>
5 Managing people	<ul style="list-style-type: none"> <li>• Advise and support colleagues with less experience and encourage their personal and professional development</li> <li>• Depending on the area of work, could be expected to supervise the work of others, for example in research teams or projects.</li> <li>• Supervise or co-supervise Research Students and/or Research Associates.</li> </ul>
6 Teamwork	<ul style="list-style-type: none"> <li>• Act as a responsible team member and develop productive working relationships with other members of staff.</li> <li>• Could be required to take the lead in a local project.</li> <li>• Collaborate with colleagues to identify and respond to students' needs.</li> </ul>
7 Pastoral care	<ul style="list-style-type: none"> <li>• Act as student mentor, giving first line support.</li> <li>• Be responsible for first line pastoral care of a group of students within a specified area.</li> </ul>
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved.</li> <li>• Develop ideas for generating income and promoting the subject.</li> <li>• Develop ideas and find ways of disseminating and applying the result of research and scholarship.</li> <li>• Sole responsibility for the design and delivery of own modules and assessment methods.</li> <li>• Collaborate with colleagues on the implementation of assessment procedures.</li> <li>• Advise others on strategic issues such as student recruitment and marketing.</li> <li>• Contribute to the accreditation of courses and quality control processes.</li> </ul>

9 Planning and managing resources	<ul style="list-style-type: none"> <li>• As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met.</li> <li>• Manage projects relating to own area of work.</li> <li>• Plan and manage research activity, taking responsibility for developing an appropriate programme of research and obtaining the resources required for its implementation.</li> </ul>
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• Balance the pressures of teaching, research and administrative demands and competing deadlines.</li> </ul>
11 Work environment	<ul style="list-style-type: none"> <li>• When supervising students or other staff, conduct risk assessment and take responsibility for their health and safety on the basis of training received.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>• Possess sufficient breadth and depth of specialist knowledge in the discipline to develop courses and subject streams and an appropriate programme of research.</li> <li>• Use a range of delivery techniques to enthuse and engage students.</li> </ul>

<b>Grade 7 (Assistant Professor)</b>	<b>TEACHING AND SCHOLARSHIP</b>
1 Teaching and learning support	<ul style="list-style-type: none"> <li>• Teach as a member of a teaching team in a developing capacity within an established programme of study, with the assistance of a mentor if required.</li> <li>• Teach in a developing capacity in a variety of settings from small group tutorials to large lectures.</li> <li>• Transfer knowledge in the form of practical skills, methods and techniques.</li> <li>• Identify learning needs of students and define appropriate learning objectives.</li> <li>• Ensure that content, methods of delivery and learning materials will meet the defined learning objectives.</li> <li>• Planning, and authoring (or revising) new course material as part of the School/Institute's teaching programmes.</li> <li>• Develop the skills of applying appropriate approaches to teaching,</li> <li>• Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.</li> <li>• Supervise the work of students, provide advice on study skills and help them with learning problems.</li> <li>• Select appropriate assessment methods, assess the work and progress of students on this basis and provide constructive feedback to students.</li> <li>• Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.</li> </ul>
2 Research and scholarship	<ul style="list-style-type: none"> <li>• Reflect on practice and the development of own teaching and learning skills.</li> </ul>
3 Communication	<ul style="list-style-type: none"> <li>• Deal with routine communication using a range of media.</li> <li>• Communicate complex information, orally, in writing and electronically.</li> <li>• Preparing proposals and applications to external bodies, eg for funding and accreditation purposes.</li> <li>• Communicate material of a specialist or highly technical nature.</li> </ul>
4 Liaison and networking	<ul style="list-style-type: none"> <li>• Liaise with colleagues and students.</li> <li>• Participate on School/Institute committees; for example, teaching groups, recruitment groups, examination boards, etc.</li> <li>• Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.</li> <li>• Join external networks to share information and ideas.</li> </ul>
5 Managing people	<ul style="list-style-type: none"> <li>• Agree responsibilities.</li> <li>• Manage own teaching, scholarly and administrative activities, with guidance if required.</li> <li>• Supervise students on taught courses when carrying out projects, fieldwork and placements.</li> <li>• Assist students in capacity of personal mentor.</li> </ul>
6 Teamwork	<ul style="list-style-type: none"> <li>• Collaborate with academic colleagues on course development and curriculum changes.</li> <li>• Attend and contribute to subject group meetings.</li> <li>• Collaborate with colleagues to identify and respond to students' needs.</li> </ul>
7 Pastoral care	<ul style="list-style-type: none"> <li>• Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.</li> <li>• Appreciate the needs of individual students and their circumstances.</li> <li>• Act as student mentor, giving first line support.</li> <li>• Refer students as appropriate to services providing further help.</li> </ul>
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and scholarly activities.</li> <li>• Respond to pedagogical and practical challenges.</li> <li>• Share responsibility in deciding how to deliver modules and assess students.</li> <li>• Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.</li> </ul>
9 Planning and	<ul style="list-style-type: none"> <li>• Use teaching resources and related facilities as appropriate.</li> </ul>

managing resources	<ul style="list-style-type: none"> <li>• Plan and manage own teaching and tutorials as agreed with mentor.</li> </ul>
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills.</li> <li>• Balance with help the competing pressures of teaching scholarship and administrative demands and deadlines.</li> </ul>
11 Work environment	<ul style="list-style-type: none"> <li>• Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>• Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes.</li> <li>• Engage in continuous professional development.</li> <li>• Able to engage the interest and enthusiasm of students and inspire them to learn.</li> <li>• Develop familiarity with a variety of strategies to promote and assess learning.</li> <li>• Understand equal opportunity issues as they may impact on academic content and issues relating to student need.</li> </ul>

Grade 8 (Assistant Professor) – building on G7	TEACHING AND SCHOLARSHIP
1 Teaching and learning support	<ul style="list-style-type: none"> <li>• Design teaching material and deliver either across a range of subjects or within a discipline area.</li> <li>• Use appropriate teaching, learning support and assessment methods.</li> <li>• Supervise student projects, field trips and, where appropriate, placements.</li> <li>• Identify areas where current provision is in need of revision or improvement.</li> <li>• Contribute to the planning, design and development of objectives and material.</li> <li>• Select appropriate assessment methods, assess the work and progress of students on this basis and provide constructive feedback to students.</li> </ul>
2 Research and scholarship	<ul style="list-style-type: none"> <li>• Engage in subject, professional and pedagogy research as required to support teaching activities.</li> <li>• Conduct individual or collaborative scholarly projects.</li> <li>• Identify sources of funding and contribute to the process of securing funds for own scholarly activities.</li> <li>• Extend, transform and apply knowledge acquired from scholarship to teaching and appropriate external activities.</li> <li>• Develop and produce learning materials and disseminate the results of scholarly activity.</li> </ul>
3 Communication	<ul style="list-style-type: none"> <li>• Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.</li> </ul>
4 Liaison and networking	<ul style="list-style-type: none"> <li>• Participate and possibly take leadership role on School/Institute committees; for example, teaching groups, recruitment groups, examination boards, etc.</li> <li>• Participate in and develop internal and external networks, for example to contribute to student recruitment, secure student placements, market the institution, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities. Other external examples include: working with learned societies, professional institutions, editorial boards, organising committees of international conferences, funding organisations and government bodies.</li> </ul>
5 Managing people	<ul style="list-style-type: none"> <li>• Advise and support colleagues with less experience and encourage their personal and professional development</li> <li>• Depending on the area of work, could be expected to supervise the work of others, for example Approved Teachers/Tutors.</li> <li>• Co-ordinate the work of others to ensure modules are delivered to the standards required.</li> </ul>
6 Teamwork	<ul style="list-style-type: none"> <li>• Act as a responsible team member, leading where agreed, and develop productive working relationships with other members of staff.</li> <li>• Could be required to take the lead in a local project.</li> <li>• Collaborate with colleagues to identify and respond to students' needs.</li> </ul>
7 Pastoral care	<ul style="list-style-type: none"> <li>• Act as student mentor, giving first line support.</li> <li>• Be responsible for first line pastoral care of a group of students within a specified area.</li> </ul>

8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved.</li> <li>• Develop ideas for generating income and promoting the subject.</li> <li>• Develop ideas and find ways of disseminating and applying the result of scholarship.</li> <li>• Sole responsibility for the design and delivery of own modules and assessment methods.</li> <li>• Collaborate with colleagues on the implementation of assessment procedures.</li> <li>• Advise others on strategic issues such as student recruitment and marketing.</li> <li>• Contribute to the accreditation of courses and quality control processes.</li> <li>• Tackle issues affecting the quality of delivery within scope of own level of responsibility, referring more serious matters to others, as appropriate.</li> </ul>
9 Planning and managing resources	<ul style="list-style-type: none"> <li>• As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met.</li> <li>• Manage projects relating to own area of work and the organisation of external activities such as placements and field trips.</li> <li>• Be responsible for administrative duties in areas such as admissions, timetabling, examinations, assessment of progress and student attendance.</li> </ul>
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• Balance the pressures of teaching and administrative demands and competing deadlines.</li> </ul>
11 Work environment	<ul style="list-style-type: none"> <li>• When supervising students or other staff, conduct risk assessment and take responsibility for their health and safety on the basis of training received.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>• Possess sufficient breadth or depth of specialist knowledge in the discipline to develop courses and subject streams and the provision of learning support.</li> <li>• Use a range of delivery techniques to enthuse and engage students.</li> </ul>

<b>Grade 6 Research Assistant</b>	<b>RESEARCH</b>
1 Teaching and learning support	<ul style="list-style-type: none"> <li>• Could be expected to contribute to School teaching – eg by assisting in module delivery, supervising teaching laboratory classes and/or running tutorials – within constraints imposed by external bodies funding their position (if any) and/or research priorities .</li> <li>• Assist in the supervision of student projects (undergraduate, Masters, MPhil/PhD, etc.)</li> <li>• Could be expected to contribute to specialist courses, for example on the use of research methods and equipment.</li> </ul>
2 Research and scholarship	<ul style="list-style-type: none"> <li>• Undertake supervised research for example by preparing, setting up, conducting and recording the outcomes of experiments and field work, the development of questionnaires and conducting surveys, etc.</li> <li>• Conduct literature and database searches.</li> <li>• Continue to update personal knowledge and to develop skills within own specialist research area.</li> </ul>
3 Communication	<ul style="list-style-type: none"> <li>• Maintain written records of :research results and progress, generated intellectual property and data analysis.</li> <li>• Contribute to the production of research reports and publications</li> <li>• Present information on research progress at internal group meetings; to funding organisations; steering groups, etc; and at external meetings and conferences.</li> <li>• Prepare papers, posters, etc for these groups and meetings.</li> </ul>
4 Liaison and networking	<ul style="list-style-type: none"> <li>• Liaise with research colleagues and support staff on routine matters.</li> <li>• Make internal and external contacts to develop knowledge and understanding and form relationships for future collaboration.</li> </ul>
5 Managing people	<ul style="list-style-type: none"> <li>• Provide guidance as required to support staff, research students and any other students who may be assisting with the research.</li> </ul>
6 Teamwork	<ul style="list-style-type: none"> <li>• Actively participate as a member of the research team</li> <li>• Attend and contribute to relevant team meetings.</li> </ul>
7 Pastoral care	<ul style="list-style-type: none"> <li>• Show consideration to others.</li> </ul>
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Make use of relevant research techniques and methods.</li> <li>• Deal with problems which may affect the achievement of research objectives and deadlines.</li> <li>• Contribute to decisions affecting the work of the team.</li> <li>• Analyse and interpret the results of own research and generate original ideas based on outcomes.</li> </ul>
9 Planning and managing resources	<ul style="list-style-type: none"> <li>• Plan own day-to-day research activity within the framework of the agreed programme.</li> <li>• Co-ordinate own work with that of others to avoid conflict or duplication of effort.</li> <li>• Contribute, under supervision, to the planning of research projects, including the development of new grant/contract proposals.</li> </ul>
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• Will vary from relatively light to a high level depending on the discipline and the type of work.</li> <li>• Carry out tasks that require the learning of certain skills.</li> </ul>
11 Work environment	<ul style="list-style-type: none"> <li>• Is required to be aware of the risks in the work environment and to comply with Health and Safety regulations.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>• Possess and maintain sufficient breadth or depth of specialist discipline knowledge and research methods and techniques to work in own area.</li> </ul>



<b>Grade 7 Research Associate (building on the level of demand in Grade 6)</b>	<b>RESEARCH</b>
1 Teaching and learning support	<ul style="list-style-type: none"> <li>• Could be expected to contribute to the assessment of student knowledge in the context of teaching and supervision duties.</li> <li>• Assist in the development of student research skills.</li> </ul>
2 Research and scholarship	<ul style="list-style-type: none"> <li>• Develop research objectives and proposals for own or joint research with the assistance of a mentor, if required.</li> <li>• Conduct individual and collaborative research projects.</li> <li>• Disseminate results of research in peer reviewed journals and conferences, and/or through other appropriate media.</li> <li>• Incorporate relevant advances in the subject area into research activity.</li> </ul>
3 Communication	<ul style="list-style-type: none"> <li>• Write research reports and publications.</li> <li>• Deal with routine communication using a range of media.</li> <li>• Communicate complex information, orally, in writing and electronically</li> <li>• Prepare proposals and applications to external bodies, e.g. for funding and contractual purposes.</li> <li>• Communicate material of a specialist or highly technical nature.</li> </ul>
4 Liaison and networking	<ul style="list-style-type: none"> <li>• Liaise with colleagues and students.</li> <li>• Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.</li> <li>• Join external networks to share information and identify potential sources of funds.</li> </ul>
5 Managing people	<ul style="list-style-type: none"> <li>• Manage own research and administrative activities, with guidance if required.</li> </ul>
6 Teamwork	<ul style="list-style-type: none"> <li>• Work with colleagues on joint projects, as required.</li> <li>• Collaborate with academic colleagues on areas of shared research interest.</li> </ul>
7 Pastoral care	<ul style="list-style-type: none"> <li>• Like all the elements, this builds on the demands in the profiles at lower levels. In this case, there is no additional demand</li> </ul>
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Use initiative and creativity to identify areas for research, develop new research methods and extend the research portfolio.</li> <li>• Use creativity to analyse and interpret research data and draw conclusions on the outcomes.</li> <li>• Contribute to collaborative decision making with colleagues in areas of research.</li> </ul>
9 Planning and managing resources	<ul style="list-style-type: none"> <li>• Use research resources, and use laboratories and workshops as appropriate.</li> <li>• Plan and manage own research activity in collaboration with others, including the development of new grant/contract proposals.</li> </ul>
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• Balance with help of supervisor the competing pressures of research and administrative demands and deadlines.</li> </ul>
11 Work environment	<ul style="list-style-type: none"> <li>• Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>• Engage in continuous professional development.</li> <li>• Understand equal opportunity issues as they may impact on areas of research content.</li> </ul>

<b>Grade 8 (Research Fellow) - building on G7</b>	<b>RESEARCH</b>
1 Teaching and learning support	<ul style="list-style-type: none"> <li>• Contribute to the teaching and learning programmes in the School/Institute.</li> <li>• Supervise postgraduate research students.</li> </ul>
Research and scholarship	<ul style="list-style-type: none"> <li>• Develop research objectives, projects and proposals.</li> <li>• Identify sources of funding and contribute to the process of securing funds.</li> <li>• Extend, transform and apply knowledge acquired from scholarship to research and appropriate external activities.</li> <li>• Make presentations at conferences or exhibit work in other appropriate events.</li> </ul>
3 Communication	<ul style="list-style-type: none"> <li>• Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.</li> </ul>
4 Liaison and networking	<ul style="list-style-type: none"> <li>• Collaborate actively within and outwith the Institution to complete research projects and advance thinking.</li> <li>• Participate in and develop external networks, for example to identify sources of funding, generate income, obtain consultancy projects, or build relationships for future activities.</li> </ul>
5 Managing people	<ul style="list-style-type: none"> <li>• Mentor colleagues with less experience and advise on personal development.</li> <li>• Coach and support research students and colleagues in developing their research techniques.</li> <li>• Depending on the area of work, could be expected to supervise the work of others, for example in research teams or projects.</li> </ul>
6 Teamwork	<ul style="list-style-type: none"> <li>• Act as a team leader.</li> <li>• Develop productive working relationships with other members of staff.</li> <li>• Co-ordinate the work of colleagues to ensure equitable access to resources and facilities.</li> </ul>
7 Pastoral care	<ul style="list-style-type: none"> <li>• Deal with standard problems and help colleagues resolve their concerns about progress in research.</li> </ul>
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Assess, interpret and evaluate outcomes of research.</li> <li>• Develop new concepts and ideas to extend intellectual understanding.</li> <li>• Resolve problems of meeting research objectives and deadlines.</li> <li>• Develop ideas for generating income and promoting research area.</li> <li>• Develop ideas for application of research outcomes.</li> <li>• Decide on research programmes and methodologies, often in collaboration with colleagues and sometimes subject to the approval of the head of the research programme on fundamental issues.</li> </ul>
9 Planning and managing resources	<ul style="list-style-type: none"> <li>• Plan, co-ordinate and implement research programmes.</li> <li>• Manage the use of research resources and ensure that effective use is made of them.</li> <li>• Manage or monitor research budgets.</li> <li>• Help to plan and implement commercial and consultancy activities.</li> <li>• Plan and manage own consultancy assignments.</li> </ul>
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• Balance the pressures of research and administrative demands and competing deadlines.</li> </ul>
11 Work environment	<ul style="list-style-type: none"> <li>• Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>• Possess sufficient breadth or depth of specialist knowledge in the discipline to develop research programmes and methodologies.</li> <li>• Use a range of delivery techniques to enthuse and engage students.</li> </ul>