



ACADEMIC PROFILE

READER *

RESEARCH

RESEARCH		
	Role Criteria – Reader	Types of Evidence
Output	<ul style="list-style-type: none"> • Sustained record of publication of internationally excellent research outputs, with demonstrable impact on the research agenda within the discipline. • Continued record of building, sustaining and/ or enhancing profile of research, as appropriate to the discipline. 	<ul style="list-style-type: none"> • Sustained record of publications at an international level of excellence in high quality, internationally recognised journals. • Publication of research monographs with high-quality academic publishers. • Record of staging international exhibitions or performances. • High level of citations or use of work by others, as appropriate to the field. • Editorships of significant research volumes or conference proceedings. • Major digital outputs. • Successful international conference organisation. • Presentations at international conferences, workshops and other fora of significance. • Development of external groups as part of an initiative to create opportunities for interdisciplinary research.
Income	<ul style="list-style-type: none"> • 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. • Management of significant projects appropriate to the mode of research being carried out, ensuring completion within appropriate timescales and budgets. • 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. 	<ul style="list-style-type: none"> • 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. • Successful delivery as PI of peer-reviewed, funded research projects, appropriate to the area. • Formal evaluations of final grant reports. • Sustained ability to attract significant new clients and/ or repeat business for executive education or CPD. • Attracting R&D investment from national or global business.
Esteem	<ul style="list-style-type: none"> • Contribution to the University's international profile in research. • Recognised international expert in subject field. • Invited assessor for major grant awarding bodies. 	<ul style="list-style-type: none"> • Fellowship of subject specific society. • Sustained record of invited talks at international conferences/ events and UK and/ or international Higher Education Institutions.

		<ul style="list-style-type: none"> • A track record of invited keynote or plenary lectures at conferences of national and international significance. • Membership of an editorial board of a leading journal or book series in the field. • Involvement with national discipline and professional bodies. • Record as External Examiner at PGR level. • Reviewer for national and international research bodies.
Supervision	<ul style="list-style-type: none"> • Successful PhD supervision as primary supervisor. • Successful supervision of PDRAs. 	<ul style="list-style-type: none"> • Evidence of having sustained, successful research supervision as primary supervisor, normally at PhD level. • Evidence of the provision of high quality student support through distinctions/ awards earned by students for work supervised by you. • Record of effective supervision and mentoring of research or other staff.
EDUCATION		
	Role Criteria - Reader	Types of Evidence
Quality of Delivery	<ul style="list-style-type: none"> • 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. • 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. • 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. 	<ul style="list-style-type: none"> • Higher Education Academy Membership/ PGCHET (or equivalent). • Evidence of continuing professional development. • Delivery of high quality teaching as evidenced by positive feedback received from students, colleagues and external examiners. • Evidence of contribution to the successful delivery or enhancement of particular modules. • Evidence of teaching innovation. • Production of a student textbook. • Teaching awards.
Student Engagement	<ul style="list-style-type: none"> • 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. • 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. • Responsibility for reviewing his/ her own teaching activities, to ensure that learning outcomes are effectively achieved, taking account of feedback received. 	<ul style="list-style-type: none"> • Evidence of effective engagement with students leading to an enhanced student experience. • Evidence of responding to student, peer or external examiner feedback. • Evidence of reflection on teaching activity. • As Academic/ Personal tutor, provision of effective/ personalised support, liaison with appropriate specialist parties. • Development of fresh approaches to student support. • Supervision of undergraduate and taught postgraduate student projects or dissertations linked to your specific area of research.

<p>Course Development</p>	<ul style="list-style-type: none"> • 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. • Demonstrated capacity to lead innovation in the development or modernisation of the subject curriculum, assessment, use of technology and pedagogy within the School. • Review of course content and materials and, where appropriate, having developed, designed and updated materials. • Engagement in quality enhancement theme networks or similar networks to support disciplinary and/ or generic improvements in the quality of learning and teaching. • Engagement in teaching activities which are informed by his/ her own or others' research. 	<ul style="list-style-type: none"> • Record of reviewing and updating modules to ensure that the content is up-to-date and incorporates current research. • Undertaking Coordinator role for a particular Undergraduate module. • Membership of the School Education Committee and/ or SSCC Committees, contributing to discussions and decisions relating to education. • Membership of a major review group leading to changes to major parts of the curriculum. • 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. • Evidence of use of innovative methodologies or technologies in teaching. • Contribution to growth of student population resulting in new income streams.
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ACADEMIC LEADERSHIP

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

SOCIETAL AND ECONOMIC IMPACT

	Role Criteria – Reader	Types of Evidence
Knowledge Transfer and Enterprise	<ul style="list-style-type: none"> • 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. • Record of success in knowledge transfer to improve the performance of business, commerce and/ or industry, broadly defined to include the third sector. • 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. • Identification of new opportunities for KT activity that deliver innovation to external users, bringing benefits to the users and recognition to the University. • 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. • Record of tangible support for KT, such as the public understanding of science or promoting better understanding of social, cultural or historical issues. 	<ul style="list-style-type: none"> • Supporting activity to determine the University’s approach to KT, including membership of a University KT working group. • 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. • 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. • Appointment to a governing body of a regional or national industry, professional, public or charitable organisation. • 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. • Invitation to give evidence to government agencies or committees or involvement in national policy working groups. • Evidence of work with regional agencies to identify new opportunities. • Evidence of undertaking public, social and/ or arts sector adoption of policy-related or other work. • Evidence of having identified potential areas for consultancy contracts and creating a framework to ensure that projects run according to plan.
Social Engagement and Outreach	<ul style="list-style-type: none"> • 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. • Record of tangible support for knowledge transfer, such as the public understanding of science or promoting better understanding of social, cultural or historical issues. • Promotion of experiential or community-based learning for students through placements and internships, or through the Science Shop. • Evidence of a contribution to the public engagement work of the University generally. 	<ul style="list-style-type: none"> • Work with community based groups e.g. local charities. • Work with outreach groups in the community. • Appearances, articles in national media. • Participation in student recruitment events, Open Days, school visits. • Development/ management of educational relationships with employers. • Involvement in activities as defined by the University’s Social Charter. • Contributing toward environmental sustainability, protection and impact reduction. • Enhancing the research capacity, knowledge and skills of businesses and organisations.

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