

## The Academic Careers Framework (ACF)

### Introduction

1. The Academic Careers Framework (ACF) is a cornerstone of the implementation of Transforming Lives and the Hallam Deal for academic staff. It translates the strategy into a set of indicators that show the contribution academics can make in order to develop a successful career and help Sheffield Hallam realise its ambitions.
2. The purpose of the framework is to set and clarify expectations in support of promotion, progression and performance.
3. For the first time a single framework shows how four strands of academic work underpin our academic portfolio and provide clear career pathways for academics. These four strands are:
  - Academic citizenship and leadership (AC&L)
  - Research and innovation (R&I)
  - Teaching and learning (T&L)
  - External and professional engagement (E&PE).
4. The ACF demonstrates the University's commitment to recognising achievement across the full range of R&I, T&L and E&PE. It shows that the University depends on a diverse range of academic activity that:
  - is aligned with Transforming Lives, and;
  - has impact.
5. The framework also recognises that both academic citizenship and leadership are vitally important enablers for Transforming Lives. Whilst some jobs/ roles have a specific leadership remit, the framework emphasises the fact that all academics are expected to contribute to the leadership, management or development of a cohesive professional academic community.
6. The ACF is not intended to replace the locally negotiated HERA role profiles which remain the definitive reference point for role analysis/ job evaluation (i.e. grading and regrading) through an assessment of the **level**, **scope** and **duties** associated with each role. Once in role, the ACF outlines expected levels of **contribution**, **impact** and **quality**. In this way the ACF is designed to both clarify expectations for roles and stimulate ideas for career development.
7. The framework will be benchmarked and updated periodically to ensure it remains relevant and strategically aligned.

## How to use the ACF as part of the Performance and Development Review (PDR) process

8. The PDR will continue to be the mechanism by which you and your reviewer reflect on your personal contribution and development against the indicators set out in the ACF. The indicators should inform:
  - the review of achievements and whether objectives have been achieved
  - the setting of new or revised objectives
  - personal and professional development plans
  - discussions about career ambitions and, where appropriate, the gathering of evidence required to make a promotion/ progression application
9. The PDR toolkit contains lots of guidance on how both reviewers and reviewees should approach the PDR process. This includes FAQs, links to details of the personal development support that's available and example PDR objectives.

## Guiding principles

10. The indicators listed in the ACF are examples i.e. they are illustrative, not exhaustive. Achievements that aren't explicitly outlined within the ACF, but are deemed equivalent, can be put forward to demonstrate your contribution.
11. Your contribution will be measured through the demonstrable **impact** of your achievements with reference to the indicators in each relevant strand.
12. Whilst the quality and distinctiveness of our provision is enhanced by academics making a contribution across multiple strands, you are not expected to make a contribution in all four. The majority of academics should be able to demonstrate a contribution against **three** of the four strands as follows:
  - a) A significant contribution to AC&L, and;
  - b) A significant contribution in one of R&I, T&L or E&PE, and;
  - c) An effective contribution in at least one of the remaining two strands.
13. In each **relevant strand** you should be able to evidence all of the 'Core expectations for all academics', as well as being able to evidence:
  - some of the indicators (or equivalent achievements) at your grade, in order to demonstrate an **effective contribution**.
  - the vast majority of the indicators (or equivalent achievements) at your grade, in order to demonstrate a **significant contribution**.
  - that you have met and significantly exceeded all of the indicators at your grade (or equivalent achievements) on a sustained basis, in order to demonstrate an **outstanding contribution**.
14. The ACF should be read additively i.e. you should be able to demonstrate that you have met the indicators in the appropriate strands at both your current grade and the grades below.
15. In all cases, what constitutes an effective, significant or outstanding contribution is relative to grade i.e. what constitutes an outstanding contribution at grade 7 is different to what constitutes an outstanding contribution at senior staff grade.

16. Depending on factors such as individual career ambitions, career stage and business need, you may find the profile of your work across the four strands changing during your time at the University.
17. Indicators referring to research quality in the R&I strand use language which is aligned to REF (clearly indicated in the framework). In all strands "nationally/internationally" generally signifies a quality standard rather than the geographical reach of the work.
18. Indicators should be understood in the context of local and disciplinary norms and expectations (to be benchmarked externally and developed and communicated at a local level).
19. It is recognised that associate lecturers, due to the nature of their contract and job descriptions, may not be required to carry out the full range of academic activity covered in this framework. Whilst for these staff paragraphs 12 and 13 (above) may not apply, it is recommended that the ACF still be used to set and clarify expectations, and reflect on their personal contribution and development, especially in relation to AC&L and T&L.

## **Equality, diversity and inclusion**

20. A key principle throughout the development of the framework has been to ensure it is inclusive, supports equality of opportunity and demonstrates the value the University places on diversity.
21. It is recognised that personal circumstances - that may be linked either directly or indirectly to protected characteristics - could influence the likelihood of you meeting certain indicators. This might include:
  - having caring responsibilities which require you to work part time and/ or make travelling widely (e.g. to present at conferences and events) more challenging.
  - returning to work after a long period of leave (e.g. parental leave) which has restricted your ability to develop academic outputs and/ or maintain close links with your profession and/ or academic field

The setting of objectives and review of your contribution should take these factors into account and reasonable adjustments should be explored where appropriate e.g. pro-rated level of expected contribution.

### Illustrative impact indicators

**Core expectations for all academics**

<b>Academic citizenship and leadership (AC&amp;L)</b> Expected contribution to the leadership, management and/ or development of a cohesive professional academic community	<b>Research and innovation (R&amp;I)</b> Achievements which demonstrate the pursuit of knowledge creation in relation to questions of high significance and public value	<b>Teaching and learning (T&amp;L)</b> Achievements which contribute to a positive student experience, student outcomes and/ or the development of learning, teaching and assessment practice/ policy	<b>External and professional engagement (E&amp;PE)</b> Achievements which contribute to the enhancement of professional/ clinical practice, business, public/ third sector policy development, global and academic partnerships, student/ graduate enterprise etc.
<ul style="list-style-type: none"> <li>• Behaviours aligned to the values and strategic objectives of the University</li> <li>• Establishment of effective working relationships with both academic and professional services colleagues</li> <li>• Leadership appropriate to your grade and level of expertise</li> <li>• Positive advocacy for the University</li> <li>• Commitment to equality, diversity and inclusion</li> <li>• Ability to articulate and evidence the basis from which your academic expertise and professional competence is drawn</li> <li>• Sharing your academic outputs with colleagues and students</li> <li>• Taking responsibility for your own development, engaging positively with the Performance and Development Review (PDR) process and appropriate mentoring opportunities</li> <li>• Continuous improvement e.g. engagement with targeted CPD to maintain and enhance your academic and professional standing</li> <li>• Supporting the development of colleagues and students e.g. mentoring</li> <li>• Highest standards of professionalism, ethics and integrity</li> <li>• Contribution to the academic quality of the University and sector e.g. through validation panels, HEA Fellowship panels, external examining etc.</li> <li>• Contribution to the wider academic activities of the University e.g. through participation in conferences and events, contribution to open days etc.</li> <li>• Engagement with specialist technologies, systems and equipment to support academic delivery</li> <li>• Compliance with regulations, policies and procedures</li> </ul>	<b>Individual R&amp;I achievement</b> <ul style="list-style-type: none"> <li>• The pursuit of excellence in research and the creation of new knowledge, methods, interventions and services that generate social, economic and cultural benefits and/ or provide innovative, practical solutions to real challenges</li> <li>• Profile of published outputs appropriate to your career stage and an ongoing personal publication strategy</li> <li>• Contribution to applications for funding appropriate to your career stage</li> <li>• Level of income generation (e.g. through research funding, commercialisation of R&amp;I etc.) appropriate to your field and career stage</li> <li>• Close understanding of current developments in your field</li> </ul>	<b>Individual T&amp;L achievement</b> <ul style="list-style-type: none"> <li>• The pursuit of excellence in T&amp;L, effectively contributing to the development, dissemination and application of knowledge and skills within taught programmes</li> <li>• Recognition of the quality of your contribution to the student experience through Peer Review and Evaluation (PRE), feedback from students, peers, external examiners, internal/ external T&amp;L awards, relevant external indicators such as NSS, subject-based TEF etc.</li> <li>• Record of positive impact on student academic outcomes e.g. attainment, progression, employability</li> <li>• Knowledge and understanding of the latest developments in your academic discipline and of good practice for applying T&amp;L strategies for your subject</li> <li>• Level of income generation (e.g. through enhanced recruitment of students, new course development consistent with portfolio strategy, funding to support T&amp;L initiatives etc.) appropriate to your discipline and career stage</li> <li>• Close and professional understanding of current developments in scholarship in your academic field</li> </ul>	<b>Individual E&amp;PE achievement</b> <ul style="list-style-type: none"> <li>• The pursuit of excellence in E&amp;PE (including knowledge exchange, consultancy, CPD etc.) effectively facilitating the application of knowledge beyond the University</li> <li>• Knowledge and understanding of the latest developments in your profession/ business sector/ field</li> <li>• Level of income generation (e.g. through consultancy, CPD etc.) appropriate to your field and career stage</li> <li>• Development of an external network beneficial to the University</li> <li>• Dissemination of ideas and other contributions that make an impact in E&amp;PE</li> <li>• Close understanding of current developments in your profession/ field</li> <li>• Civic/ community engagement e.g. volunteering, participating in community development programmes etc.</li> </ul>
	<b>Contribution to the R&amp;I environment</b> <ul style="list-style-type: none"> <li>• Support for the development of a University research and innovation culture of high quality and impact</li> <li>• Constructive support of colleagues and contribution to research clusters, groups and centre development</li> <li>• Proactive engagement with development and delivery of University responses to external assessment of research quality (e.g. REF, PRES)</li> </ul>	<b>Contribution to the T&amp;L environment and student experience</b> <ul style="list-style-type: none"> <li>• Use of evidence / research-informed approaches to the development and enrichment of your teaching practice through the application of outcomes from R&amp;I, E&amp;PE, scholarship and CPD</li> <li>• Promotion of student engagement e.g. engaging students in curriculum design or leading extra-curricular activities</li> <li>• Constructive support of colleagues and contribution to subject, department, faculty and University development</li> <li>• Proactive engagement with development and delivery of University responses to external assessment of teaching quality (e.g. TEF, NSS, PTES)</li> <li>• Promotion of participation in HE, equality of opportunity and respect for individual learners and diverse learning communities</li> </ul>	<b>Contribution to the E&amp;PE environment</b> <ul style="list-style-type: none"> <li>• Support for the development of an innovative and coherent applied curriculum and University E&amp;PE culture</li> <li>• Constructive support of colleagues and participation in external relationship/ partnership development</li> <li>• Proactive engagement with development and delivery of University responses to external assessment of quality (e.g. KEF)</li> <li>• Contribution to external university business e.g. global development/ business engagement</li> </ul>
	<b>Contribution to the R&amp;I field</b> <ul style="list-style-type: none"> <li>• Engagement with relevant internal and external research networks and awareness of research context</li> <li>• Dissemination of research outcomes and impact and participation in appropriate critical forums</li> </ul>	<b>Contribution to educational practice</b> <ul style="list-style-type: none"> <li>• Engagement with relevant internal and external educational networks and the application of contemporary pedagogic practice</li> <li>• Dissemination of good practice and participation in appropriate critical forums</li> </ul>	<b>Contribution to professional practice, business and/ or society</b> <ul style="list-style-type: none"> <li>• Engagement with relevant internal and external professional/ discipline networks and awareness of contemporary business context</li> <li>• Dissemination of knowledge and participation in appropriate external forums</li> </ul>

**Grade 6/  
entry level**

**Example job/ role titles:**

- Graduate Tutor
- Researcher

Academic citizenship and leadership (AC&L)	Research and innovation (R&I)	Teaching and learning (T&L)	External and professional engagement (E&PE)
<ul style="list-style-type: none"> <li>• Beginning to identify an academic career pathway and the personal and professional development required to achieve it e.g. identifying, and taking advice from, appropriate mentors</li> <li>• Support for more senior staff on administrative responsibilities as directed</li> <li>• Taking responsibility for your own work and coordinating with colleagues/ supervisors/ mentors</li> <li>• Mentoring of UG students</li> </ul>	<p><b>Individual R&amp;I achievement</b></p> <p>A foundation for research, and engagement with active research communities, through (for example):</p> <ul style="list-style-type: none"> <li>• Supporting the realisation of research outputs, e.g. contributing ideas to design discussions, undertaking data collection and analysis under supervision, writing-up analysis for inclusion in the output</li> <li>• Liaising with project managers/ supervisors on project progress</li> <li>• A contribution to funding applications under direction e.g. contributing to bid discussions, gathering information/ literature to support bids</li> </ul>	<p><b>Individual T&amp;L achievement</b></p> <p>A foundation for T&amp;L, and engagement with active pedagogic communities, through (for example):</p> <ul style="list-style-type: none"> <li>• Supporting the delivery of existing modules of e.g. delivering tutorials, supporting student development of dissertations, supporting laboratory practice</li> <li>• Liaising with module/ course leaders on teaching delivery</li> <li>• A contribution to team teaching activities e.g. supporting internal seminars and conferences, degree shows and limited assessment activities</li> <li>• A University Advanced Professional Certificate (UAPC) in Higher Education Practice (or similar teaching qualification specific to HE) or Associate Fellowship of the HEA</li> </ul>	<p><b>Individual E&amp;PE achievement</b></p> <p>A foundation within a profession/ business field, and engagement with active professional/ clinical, business, public and/ or third sector communities, through (for example):</p> <ul style="list-style-type: none"> <li>• Supporting the completion of E&amp;PE activity e.g. contributing ideas to design discussions, undertaking data collection and analysis under supervision, writing-up analysis for inclusion in the output</li> <li>• A contribution to external engagement under supervision, upholding relationships with non-academic partners</li> <li>• Liaising with project managers/ supervisors on project progress</li> </ul>
	<p><b>Contribution to the R&amp;I environment</b></p> <p>Developing experience within the research environment, through (for example):</p> <ul style="list-style-type: none"> <li>• Working towards a doctoral qualification</li> <li>• A contribution to institutional research forums and internal seminars and conferences</li> </ul>	<p><b>Contribution to the T&amp;L environment and student experience</b></p> <p>Developing experience within the T&amp;L environment, through (for example):</p> <ul style="list-style-type: none"> <li>• Working towards appropriate subject based PG qualification, or equivalent professional experience</li> <li>• A contribution to open days, exhibitions and public events under supervision</li> </ul>	<p><b>Contribution to the E&amp;PE environment</b></p> <p>Developing experience of E&amp;PE as a means of contributing to an innovative and coherent applied curriculum, through (for example):</p> <ul style="list-style-type: none"> <li>• Working towards doctoral qualification, or equivalent professional experience</li> <li>• A contribution to professional forums and internal seminars and conferences</li> </ul>
	<p><b>Contribution to the R&amp;I field</b></p> <p>Engagement with a field of research, and participation in research communities, through (for example):</p> <ul style="list-style-type: none"> <li>• A contribution to external engagement under supervision, supporting public engagement activities, upholding relationships with academic and non-academic partners</li> <li>• A contribution to external conferences and networking events</li> </ul>	<p><b>Contribution to educational practice</b></p> <p>Engagement with a subject/ discipline, and participation in scholarly communities, through (for example):</p> <ul style="list-style-type: none"> <li>• Attendance at, and contribution to, internal and external conferences and networking events</li> <li>• Supporting the development of teaching materials</li> </ul>	<p><b>Contribution to professional practice, business and/ or society</b></p> <p>Engagement with a profession/ business field and/ or participation in professional contexts, through (for example):</p> <ul style="list-style-type: none"> <li>• A contribution to external engagement under supervision and, upholding relationships with professional partners</li> <li>• A contribution to external conferences and networking events</li> </ul>

**Grade 7**

**Example job/ role titles:**

- Lecturer
- Research Fellow

Academic citizenship and leadership (AC&L)	Research and innovation (R&I)	Teaching and learning (T&L)	External and professional engagement (E&PE)
<ul style="list-style-type: none"> <li>• Leadership of modules/ projects or events including planning, organisation and ensuring deadlines are met</li> <li>• Academic support for specific allocated groups of students, referring them to other support services where necessary e.g. academic advising</li> <li>• Internal academic roles involving coordination and organisation of groups/ networks</li> <li>• Independent academic activity, taking responsibility for your own work and beginning to monitor the work of others</li> <li>• Resolution of day-to-day issues that arise, escalating complex issues to senior colleagues</li> <li>• Being mentored and emerging mentorship of colleagues and PG students</li> <li>• Contribution to the integration of R&amp;I, E&amp;PE and T&amp;L activity</li> </ul>	<p><b>Individual R&amp;I achievement</b></p> <p>An emerging internationally recognised (as defined by the REF) contribution to research, and engagement with international research communities, through (for example):</p> <ul style="list-style-type: none"> <li>• Some evidence of producing internationally recognised research outputs and a progression strategy for developing internationally excellent outputs</li> <li>• A contribution to the planning and delivery of research impact activities</li> <li>• Submitting supported applications to first and small grant schemes</li> <li>• A contribution to the delivery of larger research projects</li> <li>• An emerging academic profile in your field</li> <li>• A doctoral qualification</li> </ul>	<p><b>Individual T&amp;L achievement</b></p> <p>A contribution to a field of education, and engagement with pedagogic communities, through (for example):</p> <ul style="list-style-type: none"> <li>• A track record of producing high quality educational materials</li> <li>• Involvement in the delivery of courses and modules</li> <li>• An emerging academic profile in your discipline/ subject</li> <li>• A PgCert Teaching in Higher Education/ Fellowship of the HEA</li> <li>• A PG qualification</li> </ul>	<p><b>Individual E&amp;PE achievement</b></p> <p>A contribution to a profession/ business field, and engagement with professional/ clinical, business, public/ third sector practice and policy, through (for example):</p> <ul style="list-style-type: none"> <li>• A track record of delivering E&amp;PE outputs locally and a progression strategy for developing more widely recognised outputs</li> <li>• Submitting supported applications for consultancy work and small funding</li> <li>• A contribution to the delivery of larger E&amp;PE outputs</li> <li>• An emerging academic profile in your profession/ business field</li> <li>• A relevant profile of professional experience and PG study e.g. a professional doctorate (ProfDoc)</li> </ul>
	<p><b>Contribution to the R&amp;I environment</b></p> <p>Constructive engagement with the research environment, through (for example):</p> <ul style="list-style-type: none"> <li>• A contribution to research groups or projects</li> <li>• An awareness of research regulations, resources and processes</li> <li>• Attendance at both disciplinary and interdisciplinary research events</li> <li>• Involvement in collaborative and individual funded applications</li> <li>• Building networks of research contacts around the discipline and/ or cross-disciplinary communities</li> </ul>	<p><b>Contribution to the T&amp;L environment and student experience</b></p> <p>Constructive engagement with the T&amp;L environment, through (for example):</p> <ul style="list-style-type: none"> <li>• Membership of, and engagement with, subject group(s) or course team(s)</li> <li>• Contributing to the development and delivery of a course as a member of the course team</li> <li>• Understanding of regulations, resources and processes at subject group level</li> <li>• Supporting module development, course recruitment, exam board and external examiner review processes</li> <li>• Recognition of quality of contribution to student experience through feedback from peers, external examiners, students (e.g. academic advising, teaching )</li> <li>• A contribution to doctoral supervision e.g. attending supervisor training, being a member of a supervision team</li> </ul>	<p><b>Contribution to the E&amp;PE environment</b></p> <p>Constructive engagement with E&amp;PE activity and the development of an innovative and coherent applied curriculum, through (for example):</p> <ul style="list-style-type: none"> <li>• A contribution to business units or projects</li> <li>• An awareness of placement and project management resources and processes at institute level</li> <li>• Attendance at business engagement events</li> <li>• Mentored participation in collaborative and individual, consultancy and small funding applications</li> </ul>
	<p><b>Contribution to the R&amp;I field</b></p> <p>A contribution within a field of research, and participation in national research communities, through (for example):</p> <ul style="list-style-type: none"> <li>• An emerging record of delivering papers and presentations at international conferences and seminars</li> <li>• Submitting research projects for external publications, forums and networks</li> <li>• Undertaking external roles e.g. reviewing outputs for journals</li> </ul>	<p><b>Contribution to educational practice</b></p> <p>A contribution within a field of education, and participation in national scholarly communities, through (for example):</p> <ul style="list-style-type: none"> <li>• Engaging in scholarship to enhance your subject knowledge</li> <li>• Attendance at local and national T&amp;L events</li> <li>• Delivering papers and presentations at local and national conferences and seminars</li> <li>• Mentored development of smaller innovative pedagogic projects and contribution to collaborative projects</li> </ul>	<p><b>Contribution to professional practice, business and/ or society</b></p> <p>A contribution to a profession/ business field and/ or participation in professional contexts, through (for example):</p> <ul style="list-style-type: none"> <li>• A track record of delivering papers and presentations at conferences, forums and seminars</li> <li>• Submitting E&amp;PE outputs for external publications, forums and networks</li> <li>• Mentored delivery of smaller consultancy contracts, and contribution to collaborative projects</li> </ul>

**Grade 8**

**Example job/ role titles:**

- Senior Lecturer
- Senior Research Fellow

Academic citizenship and leadership (AC&L)	Research and innovation (R&I)	Teaching and learning (T&L)	External and professional engagement (E&PE)
<ul style="list-style-type: none"> <li>• Emerging leadership of a collegial academic community</li> <li>• Leadership of courses, larger research projects and collaborative provision, including planning and organisation of teams, and overseeing the overall student/ partner experience</li> <li>• Leadership of key projects/ initiatives at subject group/ department level and/ or participation in projects/ initiatives at faculty/ University level</li> <li>• Mentorship and guidance of early career academics, academic teams and/ or students e.g. supporting their personal and professional/ career development</li> <li>• Contribution to policy development in a way that enhances good academic standards</li> <li>• Sharing of good practice, knowledge and learning across an academic area in a sustained and proactive way</li> <li>• Supporting role in business planning key decision making at department/ research centre level</li> <li>• Contribution to the integration of R&amp;I, E&amp;PE and T&amp;L activity</li> <li>• Development of, and engagement with, external networks</li> </ul>	<p><b>Individual R&amp;I achievement</b></p> <p>An internationally excellent (as defined by the REF) contribution to research, and recognised influence within international research communities, through (for example):</p> <ul style="list-style-type: none"> <li>• A portfolio of internationally excellent research outputs</li> <li>• Emerging leadership and coordination of applications for larger collaborative funded projects</li> <li>• A contribution to, or lead role in, the planning and delivery of impact activities that would be of a suitable level to potentially be a research impact case study</li> <li>• A track record of securing smaller research funding opportunities, leading smaller scale projects and contributing to collaborative projects</li> <li>• An emerging academic reputation in your field</li> </ul>	<p><b>Individual T&amp;L achievement</b></p> <p>A significant contribution to a field of education, and recognised influence within internal and national pedagogic communities, through (for example):</p> <ul style="list-style-type: none"> <li>• Consistently good feedback from students and peers, and evidence of using this to develop the quality and effectiveness of student learning</li> <li>• A track record of delivering high quality teaching materials</li> <li>• A significant contribution to the development of programmes and modules</li> <li>• The application of creative/ innovative approaches to T&amp;L that support good learning and promote learner engagement</li> <li>• An emerging academic reputation nationally in T&amp;L in your discipline/ subject or HE</li> <li>• A track record of outstanding student outcomes at module and course level e.g. attainment, retention, progression, employability</li> </ul>	<p><b>Individual E&amp;PE achievement</b></p> <p>A nationally recognised contribution to a profession/ business field, and influence within a professional/ clinical, business, public/ third sector setting, through (for example):</p> <ul style="list-style-type: none"> <li>• A track record of generating high quality E&amp;PE outputs</li> <li>• Leading and influencing critical developments within a profession/ business field</li> <li>• A track record of securing funding and leading projects, and coordinating applications for collaborative funded projects</li> <li>• An emerging reputation for applying academic knowledge in a professional/ business setting and vice-versa</li> </ul>
	<p><b>Contribution to the R&amp;I environment</b></p> <p>A significant contribution to the quality and development of the research environment, through (for example):</p> <ul style="list-style-type: none"> <li>• The development of a research cluster or group</li> <li>• A contribution to the design or delivery of research training</li> <li>• Participation in interdisciplinary research events</li> <li>• Participation in the broader doctoral environment e.g. chairing vivas, contributing to doctoral training programmes</li> <li>• Constructive engagement with University responses to external assessment of quality (e.g. REF, PRES)</li> </ul>	<p><b>Contribution to the T&amp;L environment and student experience</b></p> <p>A significant contribution to the quality and development of the T&amp;L environment, through (for example):</p> <ul style="list-style-type: none"> <li>• A contribution to the design or delivery of professional development activities</li> <li>• Critical awareness of developments/ innovation in T&amp;L practice</li> <li>• Participation in teaching projects</li> <li>• Evidence of significant impact on student academic outcomes (UG and/or PG) e.g. student attainment, progression, retention, employability and student satisfaction (NSS, PTES etc.)</li> <li>• A significant contribution to course recruitment</li> <li>• A significant contribution to quality assurance activities, exam board and external examiner review processes</li> <li>• Directing and examining doctoral study and participating in doctoral recruitment</li> <li>• Constructive engagement with University responses to external assessment of quality (e.g. TEF, NSS, PTES)</li> </ul>	<p><b>Contribution to the E&amp;PE environment</b></p> <p>A significant contribution to the quality and development of an innovative and coherent applied curriculum, through (for example):</p> <ul style="list-style-type: none"> <li>• The development of business units or projects</li> <li>• Participation in interdisciplinary projects</li> <li>• A contribution to the design or delivery of E&amp;PE training</li> <li>• PGT/ ProfDoc supervision</li> <li>• Constructive engagement with University responses to external assessment of quality (e.g. KEF)</li> </ul>
	<p><b>Contribution to the R&amp;I field</b></p> <p>Esteem within a field of research, and a contribution to national research communities, through (for example):</p> <ul style="list-style-type: none"> <li>• Chairing at national and international conferences/ external events</li> <li>• The citation of your research projects and activities within your academic field</li> <li>• A track record of securing smaller research funding opportunities, leading smaller scale projects and contributing to collaborative projects</li> <li>• Influencing through membership of recognised learned societies or professional bodies</li> <li>• Undertaking external roles e.g. associate editorship for journals</li> </ul>	<p><b>Contribution to educational practice</b></p> <p>Esteem within a field of education, and contribution to national scholarly communities, through (for example):</p> <ul style="list-style-type: none"> <li>• Delivering peer-reviewed (or equivalent) papers and presentations at national and international conferences/ external events</li> <li>• Publication of pedagogic practice/ theory within external publications, forums and networks</li> <li>• A track record of securing smaller LTA funding opportunities and/ or leading smaller innovative pedagogic projects</li> <li>• External examining and external quality review activity</li> </ul>	<p><b>Contribution to professional practice, business and/ or society</b></p> <p>Esteem within a profession/ business field and/ or contribution to professional contexts, through (for example):</p> <ul style="list-style-type: none"> <li>• Chairing at conferences/ external events</li> <li>• The citation of your E&amp;PE activities within a professional/ business setting</li> <li>• Influencing through membership of recognised professional organisations</li> <li>• Evaluating professional projects</li> </ul>

	Academic citizenship and leadership (AC&L)	Research and innovation (R&I)	Teaching and learning (T&L)	External and professional engagement (E&PE)
<p><b>Grade 9</b></p> <p><b>Example job/ role titles:</b></p> <ul style="list-style-type: none"> <li>• Associate Professor</li> <li>• Principal Lecturer</li> <li>• Principal Research Fellow</li> <li>• Reader</li> <li>• Subject Group Leader</li> </ul>	<ul style="list-style-type: none"> <li>• Academic leadership, developing/ ensuring sustainability of an academic area through the development of colleagues, effective management of resources, enhancement of the student experience and innovation in the academic portfolio</li> <li>• Prominent role in business planning, strategy setting and key decision making at department/ research centre level</li> <li>• Leadership of a collegial academic community</li> <li>• Line management of large teams (usually five or more direct reports)</li> <li>• Leadership of the integration of R&amp;I, E&amp;PE and T&amp;L activity</li> <li>• Contribution to, or leadership of, the development and implementation of activity (including governance, regulations, policies and procedures) which improves academic standards at department/ faculty level</li> <li>• Leadership of multidisciplinary/ multi-professional networks and collaboration</li> <li>• Management of key projects/ contracts at University level and with external partners</li> <li>• Lead role in University level initiatives and networks</li> <li>• Prominent role in mentoring, providing guidance and supporting colleagues' career progression</li> <li>• Influencing institutional policy development</li> </ul>	<p><b>Individual R&amp;I achievement</b></p> <p>An internationally excellent and world-leading (as defined by the REF) contribution to a field of research, and recognised influence within international research communities, through (for example):</p> <ul style="list-style-type: none"> <li>• A sustained portfolio of internationally excellent and world-leading outputs</li> <li>• Leading impact activities that would be of a suitable level to potentially be a research impact case study</li> <li>• A track record of leading collaborative funding applications, securing and managing high quality funded projects with world-leading contributors</li> <li>• Being recognised nationally/ internationally as an authority with an emerging reputation in your field</li> <li>• Receipt of awards, prizes and commendations</li> </ul> <p><b>Contribution to the R&amp;I environment</b></p> <p>A significant contribution to the leadership, quality and development of the research environment, through (for example):</p> <ul style="list-style-type: none"> <li>• Leading and managing research group(s) and/ or project(s)</li> <li>• Championing understanding and adoption of research good practice at department/ research centre level and above</li> <li>• Leadership of the doctoral environment e.g. a significant contribution to doctoral training and recruitment</li> <li>• A lead role in the coordination of University responses to external assessment of quality (e.g. REF, PRES)</li> </ul> <p><b>Contribution to the R&amp;I field</b></p> <p>Esteem within a field of research, and significant influence and impact within national research communities, through (for example):</p> <ul style="list-style-type: none"> <li>• A track record of invitations to deliver papers and presentations at significant conferences/ external events</li> <li>• Recognition of your research projects and activities as points of reference within your academic field</li> <li>• Involvement in research projects with other HEIs in the UK and beyond</li> <li>• Influencing through membership of appropriate fellowship organisations</li> <li>• Formal roles within recognised learned societies or professional bodies</li> <li>• External roles e.g. editorial boards or national committees</li> </ul>	<p><b>Individual T&amp;L achievement</b></p> <p>A reputation for T&amp;L excellence and impact in a field of education, and recognised influence within national/ international pedagogic communities, through (for example):</p> <ul style="list-style-type: none"> <li>• A sustained record of consistently outstanding teaching</li> <li>• A sustained record of T&amp;L innovations and realising the highest quality educational materials</li> <li>• Being recognised nationally/ internationally as an authority with an emerging reputation in T&amp;L in your discipline/ subject or HE</li> <li>• A sustained record of outstanding student outcomes at module and course level e.g. student satisfaction, attainment, retention, progression, employability</li> <li>• A significant record of leading the development of, recruitment to and delivery of, courses and modules</li> <li>• National Teaching Fellow/ Senior Fellowship of the HEA</li> <li>• Receipt of awards, prizes and commendations</li> </ul> <p><b>Contribution to the T&amp;L environment and student experience</b></p> <p>A significant contribution to the leadership, quality development and culture of excellence of the T&amp;L environment, through (for example):</p> <ul style="list-style-type: none"> <li>• Leading development and enhancement of T&amp;L practice (including the integration of digital and innovative technological approaches) at faculty and University level</li> <li>• A significant contribution to interdisciplinary networks between subject groups and individuals</li> <li>• Leading course development, student recruitment, quality assurance and enhancement</li> <li>• A sustained record of positive impact on student academic outcomes (UG and/ or PG) e.g. student attainment, progression, retention, employability and student satisfaction (NSS, PTES etc.)</li> <li>• Leadership of a team of doctoral researchers, external examining, plus a track record of completions and funded recruitment</li> <li>• A lead role in the coordination of University responses to external assessment of quality (e.g. TEF, NSS, PTES)</li> </ul> <p><b>Contribution to educational practice</b></p> <p>Esteem within a field of education, and significant influence and impact within national scholarly communities, through (for example):</p> <ul style="list-style-type: none"> <li>• A track record of invitations to deliver papers and presentations at significant conferences/ external events</li> <li>• Recognition of your pedagogic practice/ theory as points of reference or models of good practice within a field of education</li> <li>• Invitations to contribute to T&amp;L projects from other HEIs in the UK and beyond</li> <li>• Influencing through membership of appropriate professional organisations</li> <li>• External examining and external reviewing</li> </ul>	<p><b>Individual E&amp;PE achievement</b></p> <p>A significant contribution to a profession/ business field, and influence nationally/ internationally within a professional/ clinical, business, public/ third sector setting, through (for example):</p> <ul style="list-style-type: none"> <li>• A sustained record of generating and leading E&amp;PE outputs of significant impact</li> <li>• A significant record of managing externally funded E&amp;PE activity</li> <li>• Being recognised as an authority with an emerging reputation for applying academic knowledge in a professional setting and vice-versa</li> <li>• Receipt of awards, prizes and commendations</li> </ul> <p><b>Contribution to the E&amp;PE environment</b></p> <p>A significant contribution to the leadership, quality and development of an innovative and coherent applied curriculum, through (for example):</p> <ul style="list-style-type: none"> <li>• Involvement with leading and managing business unit(s) and/ or project(s)</li> <li>• Championing understanding and adoption of E&amp;PE good practice at department level and above</li> <li>• Co-leading E&amp;PE activity, quality management and critical auditing</li> <li>• Significant PGT/ ProfDoc recruitment and teaching/ supervision</li> <li>• A lead role in the coordination of University responses to external assessment of quality (e.g. KEF)</li> </ul> <p><b>Contribution to professional practice, business and/ or society</b></p> <p>Esteem and significant influence and impact within a profession/ business field, through (for example):</p> <ul style="list-style-type: none"> <li>• A track record of invitations to deliver papers and presentations at significant conferences/ external events</li> <li>• Recognition of your E&amp;PE activities as points of reference or models of good practice within a professional/ business setting</li> <li>• Recognition of your professional expertise e.g. invitations to lead on work that has a major impact on critical developments within your profession/ business field</li> <li>• Influencing through formal roles within appropriate professional organisations</li> <li>• An emerging record of expert witnessing and participating in professional jury and review panels</li> </ul>
<p><b>Grade 10</b></p> <p><b>Example job/ role titles:</b></p> <ul style="list-style-type: none"> <li>• Deputy Head of Department</li> <li>• Head of Academic Development/ Operations</li> <li>• Head of Academic Planning and Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership (or deputy leadership) of significant collegial academic communities</li> <li>• Development of colleagues and/ or students through leadership, mentoring or training</li> <li>• Leadership of policy development and implementation in a way that enhances and promotes good academic standards</li> <li>• Leadership across a range of subjects, including your own area of expertise, creating, sustaining and growing teams through proactive and pragmatic leadership</li> </ul>	<p><b>Grade 10 is reserved for a small number of leadership jobs. Academics at grade 10 should demonstrate a contribution to R&amp;I, T&amp;L and/ or E&amp;PE based on the indicators listed at grade 9 (above).</b></p>		

## Senior staff grade (SSG)

### Example job/ role titles:

- Associate Dean
- Dean
- Deputy Dean
- Deputy Vice-Chancellor
- Director of institute/ centre
- Heads of area e.g. LTA, international, doctoral school, REF unit of assessment coordinator
- Head of Department
- Head of Research Centre
- Professor
- Pro Vice-Chancellor
- Vice-Chancellor

Academic citizenship and leadership (AC&L)	Research and innovation (R&I)	Teaching and learning (T&L)	External and professional engagement (E&PE)
<ul style="list-style-type: none"> <li>• Senior leadership of collegial academic communities, committees and groups, both inside the University and beyond i.e. nationally/ internationally</li> <li>• Significant line management of large teams</li> <li>• Significant leadership role in the development and implementation of the University's academic governance, regulations, policies and procedures</li> <li>• Leadership of academic capacity building</li> <li>• Significant senior leadership of the integration of R&amp;I, E&amp;PE and T&amp;L activity</li> <li>• Significant evidence of disseminating your outputs at faculty and University level as reference points for academic/ E&amp;PE excellence</li> <li>• Leadership within mentoring frameworks and supporting the career progression of colleagues, especially those beyond your direct line management</li> <li>• Leadership in setting standards of academic excellence and distinction at University, faculty, research centre or department level</li> </ul>	<p><b>Individual R&amp;I achievement</b></p> <p>A reputation as an established expert with significant influence and impact within national/ international research communities</p> <p>A world-leading and internationally excellent (as defined by the REF) contribution to the creation of knowledge and/ or its application, through research and/ or innovation, through (for example):</p> <ul style="list-style-type: none"> <li>• A sustained portfolio of world-leading and internationally excellent research outputs</li> <li>• Demonstrating that your research has created major academic, social, economic and/ or cultural impact</li> <li>• A significant record of planning, securing, leading and successfully delivering significant funded research projects</li> <li>• Receipt of prestigious awards, prizes and commendations</li> </ul>	<p><b>Individual T&amp;L achievement</b></p> <p>A reputation as an established expert in T&amp;L in your discipline/ subject or HE, with significant influence and impact within national/ international scholarly communities</p> <p>The highest level of individual teaching excellence, through (for example) a sustained record of:</p> <ul style="list-style-type: none"> <li>• Excellent feedback from students and peers</li> <li>• Developing and influencing the practice of others</li> <li>• Impact on student learning through the application/ implementation of creative/ innovative approaches to T&amp;L</li> </ul> <p>A significant contribution to pedagogic practice and policy, through (for example) a sustained record of:</p> <ul style="list-style-type: none"> <li>• Realising internationally recognised educational materials</li> <li>• Publishing significant scholarly outputs relating to the development and enhancement of T&amp;L within HE</li> <li>• Planning, promoting and managing the development of, and recruitment to, subject areas, programmes and modules</li> <li>• Planning, securing and successfully delivering significant pedagogic projects</li> <li>• Receipt of prestigious awards, prizes and commendations</li> </ul> <p>Principal Fellowship of the HEA</p>	<p><b>Individual E&amp;PE achievement</b></p> <p>A reputation as an established expert within the E&amp;PE field, with significant academic influence and impact nationally/ internationally</p> <p>A significant contribution to the development of a profession/ business/ third sector field, through (for example):</p> <ul style="list-style-type: none"> <li>• A sustained record of generating the very highest quality of E&amp;PE outputs</li> <li>• A sustained record of leading and significantly influencing developments in the profession/ business field which have an impact nationally/ internationally</li> <li>• A track record of planning, securing and successfully delivering significant funded E&amp;PE activity</li> <li>• Receipt of prestigious awards, prizes and commendations</li> </ul>
	<p><b>Contribution to the R&amp;I environment</b></p> <p>Outstanding strategic leadership and a significant contribution to the quality and development of the research environment, through (for example):</p> <ul style="list-style-type: none"> <li>• A lead role in the management of research within academic departments, institutes, centres and/ or groups</li> <li>• Fostering of interdisciplinary networks and links between research groups and individuals</li> <li>• Leading research projects, including quality management and critical auditing</li> <li>• Involvement in reviewing professor/ associate professor/ reader applications and/ or the recruitment and selection of senior academic staff who research</li> <li>• Senior leadership of the doctoral environment e.g. head of research degrees, leading doctoral and supervisor training</li> <li>• A lead role in the management and coordination of University responses to external assessment of quality (e.g. REF, PRES) and/ or external policy consultations</li> </ul>	<p><b>Contribution to the T&amp;L environment and student experience</b></p> <p>Outstanding strategic leadership and a significant contribution to the quality and development of the T&amp;L environment, through (for example):</p> <ul style="list-style-type: none"> <li>• A lead role in the management of T&amp;L in departments, subject areas and/ or groups</li> <li>• Fostering interdisciplinary networks and links between subject groups and individuals</li> <li>• A lead role in course development, student recruitment, quality assurance and enhancement</li> <li>• An extensive track record of doctoral supervision, examination and completions, and funded recruitment</li> <li>• The delivery of outstanding student outcomes (NSS, attainment, retention, employability)</li> <li>• Involvement in reviewing professor/ associate professor/ reader applications and/ or the recruitment and selection of senior academic staff who teach</li> <li>• A lead role in the management and coordination of University responses to external assessment of quality (e.g. TEF, NSS, PTES) and/ or external policy consultations</li> </ul>	<p><b>Contribution to the E&amp;PE environment</b></p> <p>Outstanding strategic leadership and a significant contribution to the quality and development of an innovative and coherent applied curriculum, through (for example):</p> <ul style="list-style-type: none"> <li>• A lead role in the management of business units, research centres and/ or teams</li> <li>• Devising and leading major initiatives that integrate professional practice with T&amp;L to create an innovative, applied learning environment</li> <li>• A lead role in E&amp;PE projects, quality management and critical auditing</li> <li>• Involvement in reviewing professor/ associate professor/ reader applications and/ or the recruitment and selection of senior staff within/ from professional practice</li> <li>• A lead role in the management and coordination of University responses to external assessment of quality (e.g. KEF) and/ or external policy consultations</li> <li>• A lead role in external university business e.g. global development/ business engagement</li> </ul>
	<p><b>Contribution to the R&amp;I field</b></p> <p>The highest level of esteem within a field of research, and significant influence and impact within national and international research communities, through (for example):</p> <ul style="list-style-type: none"> <li>• Invitations to give keynote presentations at national and international conferences</li> <li>• Recognition of your research projects and activities as defining points of reference within your academic field</li> <li>• Invitations to participate in research projects with other HEIs in the UK and beyond</li> <li>• Influencing through membership of fellowship organisations, learned societies, editorial boards and peer-review panels</li> <li>• A contribution to, and participation in, sector or research field advisory bodies</li> </ul>	<p><b>Contribution to educational practice</b></p> <p>The highest level of esteem within a field of education, and significant influence and impact within national and international scholarly communities, through (for example):</p> <ul style="list-style-type: none"> <li>• Invitations to give keynote presentations at national and international conferences</li> <li>• Recognition of your pedagogic practice as a key point of reference within a field of education</li> <li>• Invitations to take a lead role in T&amp;L projects with other HEIs in the UK and beyond</li> <li>• Influencing through membership of professional organisations, editorial boards and external review panels</li> <li>• A contribution to, and participation in, sector or subject advisory bodies and associations</li> </ul>	<p><b>Contribution to professional practice, business and/ or society</b></p> <p>The highest level of esteem within a profession/ business field, and significant influence and impact, through (for example):</p> <ul style="list-style-type: none"> <li>• Invitations to give keynote presentations at national/ international conferences</li> <li>• A track record of invitations to adjudicate/ be an expert witness in high profile professional situations</li> <li>• Recognition of your E&amp;PE activities as defining points of reference within a professional/ business setting</li> <li>• Invitations to take a lead role in E&amp;PE activity with organisations in the UK and beyond</li> <li>• Influencing through membership of fellowship organisations, professional associations and trustee boards</li> <li>• A contribution to, and participation in, sector or professional advisory bodies</li> </ul>