

The Academic Careers Framework (ACF)

Introduction

1. The Academic Careers Framework (ACF) translates the University's strategy into a set of indicators that show the contribution academics can make to develop their careers and help Sheffield Hallam realise our ambitions.
2. The purpose of the framework is to provide clear expectations in support of promotion, progression and performance.
3. The 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 recognise, value and reward achievement across the range of the academic endeavour. It shows that the University depends on a breadth of contributions that:
 - are aligned with the University's strategic objectives and the Hallam Values, and;
 - have demonstrable **impact**.
5. Whilst certain 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 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 objectives

- personal and professional development plans
 - discussions about career ambitions and, where appropriate, the gathering of evidence required to make a promotion/progression application
 - discussions about contributions to equality, diversity and inclusion
9. There is [PDR guidance on the HROD intranet](#) to support both reviewers and reviewees, including guidance on setting objectives.

Guiding principles

10. The indicators listed in the ACF are illustrative, not exhaustive examples. Achievements that are not explicitly outlined within the ACF, but are deemed equivalent, should 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 contributing across multiple strands, you are not expected necessarily to demonstrate a contribution in all four. Most 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 all cases there is an expectation of continued contribution at your current grade. In each **relevant strand** you should be able to evidence all the 'Core expectations for all academics', as well as:
- some of the indicators (or equivalent achievements) at your grade, to demonstrate an **effective contribution**.
 - most of the indicators (or equivalent achievements) at your grade, to demonstrate a **significant contribution**.
 - that you have met and significantly exceeded all the indicators at your grade (or equivalent achievements) on a sustained basis, to demonstrate an **outstanding contribution**.
14. Irrespective of which strands you primarily contribute to (as per paragraph 12 above) you should be able to articulate how your contribution has a demonstrable **impact** on the student experience. Examples could include student feedback, improvements in student satisfaction reported in MEQs, the National Student Survey (NSS), the Postgraduate Taught Survey (PTES) or the Postgraduate Research Experience Survey (PRES)).
15. 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.
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 the Research Excellence Framework. In all strands

“nationally/internationally” signifies a quality standard, determined by scholarly peer-review, rather than the geographical reach of the work.

18. Indicators should be understood in the context of local and disciplinary norms and expectations.
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.

22. A demonstrable commitment to equality, diversity and inclusion is a core expectation for all academics.

Illustrative impact indicators

Core expectations for all academics

Academic citizenship and leadership (AC&L)	Research and innovation (R&I)	Teaching and learning (T&L)	External and professional engagement (E&PE)
Contribution to the leadership, management and/or development of a cohesive professional academic community and positive student experience	Achievements which demonstrate the pursuit of knowledge creation in relation to questions of high significance and public value	Achievements which contribute to a positive student academic experience, student outcomes and/or the development of learning, teaching and assessment (LTA) practice/policy	Achievements which contribute to the enhancement of professional practice, business, public/third sector policy development, global and academic partnerships, knowledge exchange and enterprise.
<div>A1 Demonstrable commitment to equality, diversity and inclusion (EDI)</div> <div>A2 Demonstrable impact on the student experience</div> <div>A3 Behaviours aligned to the University's strategic objectives and the Hallam Values</div> <div>A4 Establishment of effective working relationships with both academic and professional services colleagues</div> <div>A5 Supporting the development of colleagues and students</div> <div>A6 Leadership appropriate to your grade and level of expertise</div> <div>A7 Positive advocacy for the University</div> <div>A8 Ability to articulate and evidence the basis from which your academic expertise and professional competence is drawn</div> <div>A9 Sharing your academic outputs with external stakeholders, colleagues and students</div> <div>A10 Taking responsibility for your own development, engaging positively with the Performance and Development Review (PDR) process</div> <div>A11 Continuous improvement e.g. engagement with targeted CPD to maintain and enhance your academic and professional standing</div> <div>A12 Highest standards of professionalism, ethics and integrity</div> <div>A13 A contribution to the academic quality of the University and sector e.g. through validation panels, Advance HE fellowship panels, external examining etc.</div> <div>A14 A contribution to the wider academic activities of the University e.g. through participation in conferences and events, contribution to open days etc.</div> <div>A15 Engagement with specialist technologies, systems and equipment to support academic delivery</div> <div>A16 Compliance with regulations, policies and procedures</div>	<div>Individual R&I achievement</div> <div>R1 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</div> <div>R2 A track record of dissemination of R&I appropriate to your career stage and discipline and an ongoing personal publication plan</div> <div>R3 A contribution to applications for external funding appropriate to your career stage</div> <div>R4 Income generation (e.g. through external R&I funding, commercialisation of R&I etc.) appropriate to your field and career stage</div> <div>R5 Knowledge and close understanding of current developments in your field</div>	<div>Individual T&L achievement</div> <div>T1 Contributing effectively to the development, dissemination and application of knowledge and skills within taught provision</div> <div>T2 A record of positive impact on and/or continuous improvement in student academic outcomes e.g., continuation, completion, progression and attainment</div> <div>T3 Income generation (e.g., through enhanced recruitment of students</div> <div>T4 New course development consistent with portfolio plans, external funding to support T&L initiatives etc.) appropriate to your discipline and career stage</div> <div>T5 Knowledge and close understanding of current developments in scholarship in your academic discipline and of good practice for applying T&L strategies for your subject</div>	<div>Individual E&PE achievement</div> <div>E1 Effectively facilitating the application of knowledge beyond the University</div> <div>E2 Knowledge and close understanding of current developments in your profession/business sector/field</div> <div>E3 Level of income generation (e.g. through consultancy, CPD etc.) appropriate to your field and career stage</div> <div>E4 Development of external networks beneficial to the University</div> <div>E5 Dissemination of ideas and other contributions that make an impact in E&PE</div> <div>E6 Civic/community engagement e.g. volunteering, participating in community development programmes etc.</div>
	<div>Contribution to the R&I environment</div> <div>R6 Support for the development of a university professional culture</div> <div>R7 Constructive support of colleagues and contribution to research clusters, groups and centre development</div> <div>R8 Proactive engagement with development and delivery of university responses to external assessment of research quality (e.g. REF, PRES)</div>	<div>Contribution to the T&L environment and student academic experience</div> <div>T6 Use of evidence-informed approaches to the development and enrichment of your teaching e.g., applying the outcomes from R&I, E&PE, scholarship and CPD</div> <div>T7 Promotion of student engagement e.g., engaging students in curriculum design or leading extra-curricular activities</div> <div>T8 Constructive support for colleagues and contribution to subject, department, college and university T&L development</div> <div>T9 Proactive engagement with development and delivery of university responses to external assessment of teaching quality (e.g., TEF, NSS, PTES)</div> <div>T10 Promotion of participation, diversity and belonging in HE</div> <div>T11 Development of inclusive T&L to ensure equity for all learners and the representation of individual learners and diverse learning communities in the curriculum</div>	<div>Contribution to the E&PE environment</div> <div>E7 Support for the development of an innovative and coherent applied curriculum and University E&PE culture</div> <div>E8 Constructive support of colleagues and participation in external relationship/partnership development</div> <div>E9 Proactive engagement with development and delivery of university responses to external assessment of quality (e.g. KEF)</div> <div>E10 A contribution to external university business e.g. global development/business engagement</div>
	<div>Contribution to the R&I field</div> <div>R9 Engagement with relevant internal and external R&I networks and awareness of R&I context</div> <div>R10 Dissemination of R&I outcomes and impact and participation in appropriate critical forums</div>	<div>Contribution to educational practice</div> <div>T12 Engagement with relevant internal and external educational networks and the application of contemporary pedagogic practice</div> <div>T13 Dissemination of good practice and participation in appropriate critical forums</div>	<div>Contribution to professional practice, business or society</div> <div>E11 Engagement with relevant internal and external professional/discipline networks and awareness of contemporary business context</div> <div>E12 Dissemination of knowledge and participation in appropriate external forums</div>

Grade 6/entry level

Example job/role titles:

- Researcher

Academic citizenship and leadership (AC&L)	Research and innovation (R&I)	Teaching and learning (T&L)	External and professional engagement (E&PE)
<div>A17 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</div> <div>A18 Support for more senior staff on administrative responsibilities as directed</div> <div>A19 Taking responsibility for your own work and coordinating with colleagues/supervisors/mentors</div> <div>A20 Mentoring of UG students</div>	<div>Individual R&I achievement</div> <div>A foundation for R&I, and engagement with active R&I communities, through (for example):</div> <div>R11 Supporting the realisation of R&I outputs, e.g. contributing ideas to design discussions, undertaking data collection and analysis under supervision, writing-up analysis for inclusion in the output</div> <div>R12 Liaising with project managers/supervisors on project progress</div> <div>R13 A contribution to external funding applications under direction e.g. contributing to bid discussions, gathering information/literature to support bids</div>	<div>Individual T&L achievement</div> <div>A foundation for T&L, and engagement with active pedagogic communities, through (for example):</div> <div>T14 Supporting existing modules e.g. leading tutorials, supporting student dissertations, supporting laboratory practice</div> <div>T15 Liaising with module/course leaders on teaching</div> <div>T16 A contribution to team teaching activities e.g., supporting internal seminars and conferences, degree shows and limited assessment activities</div> <div>T17 Associate Fellowship of the Higher Education Academy (HEA)</div>	<div>Individual E&PE achievement</div> <div>A foundation within a profession/business field, and engagement with active professional, business, public and/or third sector communities, through (for example):</div> <div>E13 Supporting the completion of E&PE activity e.g. contributing ideas to design discussions, undertaking data collection and analysis under supervision, writing-up analysis for inclusion in the output</div> <div>E14 A contribution to external engagement under supervision, upholding relationships with non-academic partners</div> <div>E15 Liaising with project managers/supervisors on project progress</div>
	<div>Contribution to the R&I environment</div> <div>Developing experience within the R&I environment, through (for example):</div> <div>R14 Working towards a doctoral qualification</div> <div>R15 A contribution to institutional R&I forums and internal seminars and conferences</div>	<div>Contribution to the T&L environment and student academic experience</div> <div>Developing experience within the T&L environment, through (for example):</div> <div>T18 Working towards appropriate PG qualification, or equivalent professional experience</div> <div>T19 A contribution to open days, exhibitions and public events under supervision</div>	<div>Contribution to the E&PE environment</div> <div>Developing experience of E&PE as a means of contributing to an innovative and coherent applied curriculum, through (for example):</div> <div>E16 Working towards doctoral qualification, or equivalent professional experience</div> <div>E17 A contribution to professional forums and internal seminars and conferences</div>
	<div>Contribution to the R&I field</div> <div>Engagement with a field of R&I, and participation in R&I communities, through (for example):</div> <div>R16 A contribution to external engagement under supervision, supporting public engagement activities, upholding relationships with academic and non-academic partners</div> <div>R17 A contribution to external conferences and networking events</div>	<div>Contribution to educational practice</div> <div>Engagement with a subject/discipline, and participation in scholarly communities, through (for example):</div> <div>T20 Attendance at, and contribution to, internal and external conferences and networking events</div> <div>T21 Supporting the development of teaching materials and resources</div>	<div>Contribution to professional practice, business or society</div> <div>Engagement with a profession/business field and/or participation in professional contexts, through (for example):</div> <div>E18 A contribution to external engagement under supervision and, upholding relationships with professional partners</div> <div>E19 A contribution to external conferences and networking events</div>

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)
<div><div>A21 Leadership of modules/projects or events including planning, organisation and ensuring deadlines are met</div><div>A22 Academic support for specific allocated groups of students, referring them to other support services where necessary e.g. academic advising</div><div>A23 Internal academic roles involving coordination and organisation of groups/networks</div><div>A24 Independent academic activity, taking responsibility for your own work and beginning to monitor the work of others</div><div>A25 Resolution of day-to-day issues that arise, escalating complex issues to senior colleagues</div><div>A26 Being mentored and emerging mentorship of colleagues and PG students</div><div>A27 A contribution to the integration of R&I, E&PE and T&L activity</div></div>	<div><div>Individual R&I achievement</div><div>An emerging internationally recognised contribution to R&I, and engagement with international R&I communities, through (for example):</div><div>R18 Evidence of producing internationally recognised R&I outputs and a progression plan for developing internationally excellent outputs</div><div>R19 A contribution to the planning and delivery of research impact activities</div><div>R20 Submitting supported applications to external first and small grant schemes, and contributing to larger ones</div><div>R21 A contribution to the delivery of larger R&I projects</div><div>R22 An emerging academic profile in your field</div><div>R23 A doctoral qualification</div></div>	<div><div>Individual T&L achievement</div><div>A contribution to a field of education, and engagement with pedagogic communities, through (for example):</div><div>T22 A track record of producing high quality educational materials and resources</div><div>T23 Involvement in the delivery of courses and modules</div><div>T24 An emerging academic profile in your discipline/subject</div><div>T25 A PG teaching qualification</div><div>T26 Fellowship of the HEA</div><div>T27 A subject specific PG qualification</div></div>	<div><div>Individual E&PE achievement</div><div>A contribution to a profession/business field, and engagement with professional, business, public/third sector practice and policy, through (for example):</div><div>E20 A track record of delivering E&PE outputs locally and a progression plan for developing more widely recognised outputs</div><div>E21 Submitting supported applications for consultancy work and small external funding</div><div>E22 A contribution to the delivery of larger E&PE outputs</div><div>E23 An emerging academic profile in your profession/business field</div><div>E24 A relevant profile of professional experience and PG study e.g. a professional doctorate (ProfDoc)</div></div>
	<div><div>Contribution to the R&I environment</div><div>Constructive engagement with the R&I environment, through (for example):</div><div>R24 A contribution to research groups or projects</div><div>R25 An awareness of research regulations, resources and processes</div><div>R26 Attendance at both disciplinary and interdisciplinary R&I events</div><div>R27 Involvement in collaborative and individual funded applications</div><div>R28 Building networks of R&I contacts around the discipline and/or cross-disciplinary communities</div></div>	<div><div>Contribution to the T&L environment and student academic experience</div><div>Constructive engagement with the T&L environment, through (for example):</div><div>T28 Membership of, and engagement with, subject group(s) or course team(s)</div><div>T29 Contributing to the range of LTA activities associated with a course</div><div>T30 Understanding of regulations, resources and processes at subject group level</div><div>T31 Supporting module development, course recruitment, exam board and external examiner review processes</div><div>T32 Recognition of the quality of your contribution to the student academic experience through feedback from students, peers, external examiners, awards and relevant external indicators e.g. NSS/PTES</div><div>T33 Demonstrable commitment to Academic Advising e.g., undertaking Fundamentals of Academic Advising training</div><div>T34 For holders of doctoral level qualifications: A contribution to doctoral supervision e.g., attending supervisor training, being a member of a supervision team</div></div>	<div><div>Contribution to the E&PE environment</div><div>Constructive engagement with E&PE activity and the development of an innovative and coherent applied curriculum, through (for example):</div><div>E25 A contribution to business units or projects</div><div>E26 An awareness of placement and project management resources and processes at institute level</div><div>E27 Attendance at business engagement events</div><div>E28 Mentored participation in collaborative and individual, consultancy and small external funding applications</div></div>
	<div><div>Contribution to the R&I field</div><div>A contribution within a field of R&I, and participation in national R&I communities, through (for example):</div><div>R29 An emerging record of delivering papers and presentations at international conferences and seminars</div><div>R30 Submitting R&I projects for external publications, forums and networks</div><div>R31 Undertaking external roles e.g. peer review</div></div>	<div><div>Contribution to educational practice</div><div>A contribution within a field of education, and participation in national scholarly communities, through (for example):</div><div>T35 Engaging in scholarship to enhance your subject knowledge</div><div>T36 Attendance at local and national T&L events</div><div>T37 Delivering papers and presentations at local and national conferences and seminars</div><div>T38 Mentored development of smaller innovative pedagogic projects and contribution to collaborative projects</div></div>	<div><div>Contribution to professional practice, business or society</div><div>A contribution to a profession/business field and/or participation in professional contexts, through (for example):</div><div>E29 A track record of delivering papers and presentations at conferences, forums and seminars</div><div>E30 Submitting E&PE outputs for external publications, forums and networks</div><div>E31 Mentored delivery of smaller consultancy contracts, and contribution to collaborative projects</div></div>

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)
<div><div>A28</div><div>Leadership of EDI activities at subject group/course level</div></div> <div><div>A29</div><div>Emerging leadership of a collegial academic community</div></div> <div><div>A30</div><div>Leadership of academic activities e.g. courses, larger R&I projects and collaborative provision, including planning and organisation of teams, and overseeing the overall student/partner experience</div></div> <div><div>A31</div><div>Leadership of key projects/initiatives at subject group/department level and/or participation in projects/initiatives at college/University level</div></div> <div><div>A32</div><div>Mentorship and guidance of early career academics, academic teams and/or students e.g. supporting their personal and professional/career development</div></div> <div><div>A33</div><div>A contribution to policy development in a way that enhances good academic standards</div></div> <div><div>A34</div><div>Sharing of good practice, knowledge and learning across an academic area in a sustained and proactive way</div></div> <div><div>A35</div><div>Supporting role in business planning key decision making at department/research centre level</div></div> <div><div>A36</div><div>A contribution to the integration of R&I, E&PE and T&L activity</div></div> <div><div>A37</div><div>Development of, and engagement with, external networks</div></div>	<div><div>Individual R&I achievement</div><div>An internationally excellent (as defined by the REF) contribution to R&I, and recognised influence within international R&I communities, through (for example):</div><div><div>R32</div><div>A portfolio of internationally excellent R&I outputs</div></div><div><div>R33</div><div>Emerging leadership and coordination of applications for larger collaborative funded projects</div></div><div><div>R34</div><div>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</div></div><div><div>R35</div><div>A track record of securing smaller external R&I funding opportunities, leading smaller scale projects and contributing to collaborative projects</div></div><div><div>R36</div><div>An emerging academic reputation in your field</div></div></div>	<div><div>Individual T&L achievement</div><div>A recognised contribution to a field of education, and influence within internal and national pedagogic communities, through (for example):</div><div><div>T39</div><div>Consistently good feedback from students and peers, and evidence of using this to develop the quality and effectiveness of student learning</div></div><div><div>T40</div><div>A track record of delivering high quality teaching materials</div></div><div><div>T41</div><div>A significant contribution to the development of programmes and modules</div></div><div><div>T42</div><div>The application of creative/innovative approaches to T&L that support good learning and promote learner engagement</div></div><div><div>T43</div><div>An emerging academic reputation nationally in T&L in your discipline/subject or HE</div></div><div><div>T44</div><div>A track record of outstanding student outcomes at module and course level e.g. attainment, retention, progression, employability</div></div><div><div>T45</div><div>UK Advising and Tutoring association (UKAT) Recognised Practitioner in Advising (RPA)</div></div></div>	<div><div>Individual E&PE achievement</div><div>A nationally recognised contribution to a profession/business field, and influence within a professional, business, public/third sector setting, through (for example):</div><div><div>E32</div><div>A track record of generating high quality E&PE outputs</div></div><div><div>E33</div><div>Leading and influencing critical developments within a profession/business field</div></div><div><div>E34</div><div>A track record of securing external funding and leading projects, and coordinating applications for collaborative funded projects</div></div><div><div>E35</div><div>An emerging reputation for applying academic knowledge in a professional/business setting and vice-versa</div></div></div>
	<div><div>Contribution to the R&I environment</div><div>A significant contribution to the quality and development of the R&I environment, through (for example):</div><div><div>R37</div><div>The development of a research cluster or group</div></div><div><div>R38</div><div>A contribution to the design or delivery of R&I training</div></div><div><div>R39</div><div>Participation in interdisciplinary R&I events</div></div><div><div>R40</div><div>Participation in the broader doctoral environment e.g. chairing vivas, contributing to doctoral training programmes</div></div><div><div>R41</div><div>Constructive engagement with university responses to external assessment of quality and student experience (e.g. REF, PRES)</div></div></div>	<div><div>Contribution to the T&L environment and student academic experience</div><div>A significant contribution to the quality and development of the T&L environment, through (for example):</div><div><div>T46</div><div>A contribution to the design or delivery of professional development activities</div></div><div><div>T47</div><div>Critical awareness of developments/innovation in T&L practice</div></div><div><div>T48</div><div>Evidence of significant impact on student academic outcomes e.g. student attainment, progression, retention, employability and student satisfaction (NSS, PTES etc.)</div></div><div><div>T49</div><div>A significant contribution to course recruitment</div></div><div><div>T50</div><div>A significant contribution to quality assurance activities, exam board and external examiner review processes</div></div><div><div>T51</div><div>Directing and examining doctoral study and participating in doctoral recruitment</div></div><div><div>T52</div><div>Constructive engagement with university responses to external assessment of quality (e.g. TEF, NSS, PTES)</div></div></div>	<div><div>Contribution to the E&PE environment</div><div>A significant contribution to the quality and development of an innovative and coherent applied curriculum, through (for example):</div><div><div>E36</div><div>The development of business units or projects</div></div><div><div>E37</div><div>Participation in interdisciplinary projects</div></div><div><div>E38</div><div>A contribution to the design or delivery of E&PE training</div></div><div><div>E39</div><div>PGT/ProfDoc supervision</div></div><div><div>E40</div><div>Constructive engagement with university responses to external assessment of quality (e.g. KEF)</div></div></div>
	<div><div>Contribution to the R&I field</div><div>Esteem within a field of R&I, and a contribution to national R&I communities, through (for example):</div><div><div>R42</div><div>Chairing at national and international conferences/external events</div></div><div><div>R43</div><div>The citation of your R&I projects and activities within your academic field</div></div><div><div>R44</div><div>A track record of securing external R&I funding opportunities, leading projects and contributing to collaborative projects</div></div><div><div>R45</div><div>Influencing through membership of recognised learned societies or professional bodies</div></div><div><div>R46</div><div>Undertaking external roles e.g. associate editorship for journals</div></div></div>	<div><div>Contribution to educational practice</div><div>Esteem within a field of education, and contribution to national scholarly communities, through (for example):</div><div><div>T53</div><div>Delivering peer-reviewable (or equivalent) papers and presentations at national and international conferences/external events</div></div><div><div>T54</div><div>Publication of pedagogic practice/theory within external publications, forums and networks</div></div><div><div>T55</div><div>A track record of securing external LTA funding opportunities and/or leading smaller innovative pedagogic projects</div></div><div><div>T56</div><div>External examining and external quality assurance or review activity</div></div></div>	<div><div>Contribution to professional practice, business or society</div><div>Esteem within a profession/business field and/or contribution to professional contexts, through (for example):</div><div><div>E41</div><div>Chairing at conferences/external events</div></div><div><div>E42</div><div>The citation of your E&PE activities within a professional/business setting</div></div><div><div>E43</div><div>Influencing through membership of recognised professional organisations</div></div><div><div>E44</div><div>Evaluating professional projects</div></div></div>

	Academic citizenship and leadership (AC&L)	Research and innovation (R&I)	Teaching and learning (T&L)	External and professional engagement (E&PE)
<div>Grade 9</div> <div>Example job/role titles:</div> <div><ul style="list-style-type: none">Associate ProfessorPrincipal LecturerPrincipal Research FellowReaderSubject Group Leader/Head of Subject Area/Professional Lead</div>	<div>Leadership contribution to influencing, inspiring and developing people, through (for example):</div> <div><div>A38</div><div>Leadership of EDI activities at department/research centre level</div></div> <div><div>A39</div><div>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</div></div> <div><div>A40</div><div>Prominent role in planning, direction setting and key decision making at department/research centre level</div></div> <div><div>A41</div><div>Leadership of a collegial academic community</div></div> <div><div>A42</div><div>Line management of large teams (usually five or more direct reports)</div></div> <div><div>A43</div><div>Leadership of the integration of R&I, E&PE and T&L activity</div></div> <div><div>A44</div><div>A contribution to, or leadership of, the development and implementation of activity (including governance, regulations, policies and procedures) which improves academic standards at department/college level</div></div> <div><div>A45</div><div>Leadership of multidisciplinary/multi-professional networks and collaboration</div></div> <div><div>A46</div><div>Management of key projects/contracts at university level and with external partners</div></div> <div><div>A47</div><div>Lead role in university level initiatives and networks</div></div> <div><div>A48</div><div>Prominent role in mentoring, providing guidance and supporting colleagues’ career progression</div></div> <div><div>A49</div><div>Influencing institutional policy development</div></div>	<div>Individual R&I achievement</div> <div>Achievement of distinction in R&I, with a peer-reviewable scholarly contribution to the creation of knowledge and/or its application, through (for example):</div> <div><div>R47</div><div>A sustained portfolio of internationally excellent and world-leading outputs and an ambitious progression plan for further development</div></div> <div><div>R48</div><div>An ambitious and sustainable R&I income generation plan appropriate to your discipline</div></div> <div><div>R49</div><div>Leading impact activities that would be of a suitable level to potentially be a research impact case study</div></div> <div><div>R50</div><div>A track record of leading collaborative external funding applications, securing and managing high quality funded projects with world-leading contributors</div></div> <div><div>R51</div><div>Being recognised nationally/internationally as an authority with an emerging reputation in your field</div></div> <div><div>R52</div><div>External awards, prizes and commendations</div></div>	<div>Individual T&L achievement</div> <div>Achievement of distinction in T&L, with a peer-reviewable scholarly contribution to your field of education/subject and/or pedagogic practice and policy, through (for example):</div> <div><div>T57</div><div>National Teaching Fellow</div></div> <div><div>T58</div><div>Senior Fellowship of the HEA</div></div> <div><div>T59</div><div>UKAT Recognised Senior Advisor (RSA)</div></div> <div><div>T60</div><div>Consistently outstanding teaching which employs a variety of techniques</div></div> <div><div>T61</div><div>Creating highly engaging learning environments and resources as evidenced by above sector NSS/PTES/PRES results.</div></div> <div><div>T63</div><div>Ensuring outstanding student outcomes at module and course level e.g., continuation, completion, degree attainment, progression</div></div> <div><div>T64</div><div>External awards, prizes and commendations</div></div>	<div>Individual E&PE achievement</div> <div>Achievement of distinction in E&PE, with a peer-reviewable scholarly contribution to the development of a profession/business/third sector field, through (for example):</div> <div><div>E45</div><div>A sustained record of generating and leading E&PE outputs of significant impact</div></div> <div><div>E46</div><div>An ambitious and sustainable E&PE income generation plan</div></div> <div><div>E47</div><div>A significant record of managing externally funded E&PE activity</div></div> <div><div>E48</div><div>Being recognised as an authority with an emerging reputation for applying academic knowledge in a professional setting and vice-versa</div></div> <div><div>E49</div><div>External awards, prizes and commendations</div></div>
		<div>Contribution to the R&I environment</div> <div>Demonstrable leadership contribution to the quality, development and financial sustainability of the R&I environment, through (for example):</div> <div><div>R53</div><div>Leading and managing research group(s) and/or project(s)</div></div> <div><div>R54</div><div>Championing understanding and adoption of R&I good practice at department/research centre level and above</div></div> <div><div>R55</div><div>Leadership of the doctoral environment e.g. a significant contribution to doctoral training and recruitment</div></div> <div><div>R56</div><div>A lead role in the coordination of university responses to external assessment of quality and student experience (e.g. REF, PRES)</div></div>	<div>Contribution to the T&L environment and student academic experience</div> <div>Demonstrable leadership contribution to the quality, development and financial sustainability of the T&L environment, through (for example):</div> <div><div>T65</div><div>Leading the development and enhancement of T&L practice (including the integration of digital and innovative technological approaches) at college and University level</div></div> <div><div>T66</div><div>Leading the development and enhancement of Academic Advising practice at subject group or department level</div></div> <div><div>T67</div><div>A significant contribution to interdisciplinary networks between subject groups and individuals</div></div> <div><div>T68</div><div>Leading the development and delivery of course and module recruitment, quality assurance and enhancement</div></div> <div><div>T69</div><div>Leadership of the doctoral environment e.g. significant contribution to doctoral training and recruitment</div></div> <div><div>T70</div><div>Supervision of a number of doctoral researchers, external examining, plus a track record of completions</div></div> <div><div>T71</div><div>A lead role in the coordination of university responses to external assessment of quality (e.g. TEF, NSS, PTES)</div></div>	<div>Contribution to the E&PE environment</div> <div>Demonstrable leadership contribution to the quality, development and financial sustainability of the E&PE environment, through (for example):</div> <div><div>E50</div><div>Involvement with leading and managing business unit(s) and/or project(s)</div></div> <div><div>E51</div><div>Championing understanding and adoption of E&PE good practice at department level and above</div></div> <div><div>E52</div><div>Co-leading E&PE activity, quality management and critical auditing</div></div> <div><div>E53</div><div>Significant PGT/ProfDoc recruitment and teaching/supervision</div></div> <div><div>E54</div><div>A lead role in the coordination of university responses to external assessment of quality (e.g. KEF)</div></div>
		<div>Contribution to the R&I field</div> <div>Professional standing, recognition by peers, and influence and impact nationally within a field of R&I, through (for example):</div> <div><div>R57</div><div>A track record of invitations to deliver papers and presentations at significant conferences/external events</div></div> <div><div>R58</div><div>Recognition of your R&I activities as points of reference within your academic field</div></div> <div><div>R59</div><div>Involvement in national/international R&I projects</div></div> <div><div>R60</div><div>Influencing through membership/formal roles within recognised fellowship organisations, learned societies, professional bodies etc.</div></div> <div><div>R61</div><div>External roles e.g. editorial boards or national committees</div></div>	<div>Contribution to educational practice</div> <div>Professional standing, recognition by peers, and influence and impact nationally within scholarly communities, through (for example):</div> <div><div>T72</div><div>A track record of invitations to deliver papers and presentations at significant conferences/external events</div></div> <div><div>T73</div><div>Recognition of your pedagogic practice/theory as points of reference or models of good practice within a field of education</div></div> <div><div>T74</div><div>Invitations to contribute to external T&L projects</div></div> <div><div>T75</div><div>Influencing through membership of appropriate professional organisations</div></div> <div><div>T76</div><div>External examining and external reviewing</div></div>	<div>Contribution to professional practice, business or society</div> <div>Professional standing, recognition by peers, and influence and impact nationally within a profession/business/third sector field, through (for example):</div> <div><div>E55</div><div>A track record of invitations to deliver papers and presentations at significant conferences/external events</div></div> <div><div>E56</div><div>Recognition of your activities as points of reference/models of good practice within a professional/business setting</div></div> <div><div>E57</div><div>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</div></div> <div><div>E58</div><div>Influencing through formal roles within appropriate professional organisations</div></div> <div><div>E59</div><div>An emerging record of expert witnessing and participating in professional jury and review panels</div></div>
<div>Grade 10</div> <div>Example job/role titles:</div> <div><ul style="list-style-type: none">Deputy Head of DepartmentHead of Academic Development/OperationsHead of Academic Planning & Resources</div>	<div>A50</div> <div>Leadership (or deputy leadership) of significant collegial academic communities</div> <div>A51</div> <div>Development of colleagues and/or students through leadership, mentoring or training</div> <div>A52</div> <div>Leadership of policy development and implementation in a way that enhances and promotes good academic standards</div> <div>A53</div> <div>Leadership across a range of subjects, including your own area of expertise, creating, sustaining and growing teams through proactive and pragmatic leadership</div>	<div>Grade 10 is reserved for a small number of academic leadership positions. Whilst there are grade-specific AC&L expectations for grade 10 academics, these do not exist for R&I, T&L or E&PE. Academics at grade 10 should demonstrate a contribution to R&I, T&L and/or E&PE based on the indicators listed at grade 9 (above).</div>		

Senior staff grade (SSG)

Example job/role titles:

- Associate Dean
- Dean
- Deputy Vice-Chancellor
- Director of institute/centre
- Heads of area e.g. LTA, international, doctoral school
- 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)
<p>Sustained senior leadership contribution to influencing, inspiring and developing people including a demonstrable commitment to EDI, through (for example):</p> <p>A54 Senior leadership of EDI activities at college or university level</p> <p>A55 Senior leadership of collegial academic communities, committees and groups, both inside the University externally i.e. nationally/internationally</p> <p>A56 Significant line management of large teams</p> <p>A57 Significant leadership role in the development and implementation of the University's academic governance, regulations, policies and procedures</p> <p>A58 Leadership of academic capacity building</p> <p>A59 Significant senior leadership of the integration of R&I, E&PE and T&L activity</p> <p>A60 Significant evidence of disseminating your outputs at college and University level as reference points for academic/E&PE excellence</p> <p>A61 Leadership within mentoring frameworks and supporting the career progression of colleagues, especially those beyond your direct line management</p> <p>A62 Leadership in setting standards of academic excellence and distinction at university, college, research centre or department level</p>	<p>Individual R&I achievement</p> <p>Sustained achievement of the highest distinction in R&I, with a peer-reviewable scholarly contribution to the creation of knowledge and/or its application, through (for example):</p> <p>R62 A sustained portfolio of world-leading and internationally excellent R&I outputs</p> <p>R63 Sustained external R&I income generation appropriate to your discipline</p> <p>R64 Demonstrating that your R&I has created major academic, social, economic and/or cultural impact</p> <p>R65 A significant record of planning, securing, leading and successfully delivering R&I projects</p> <p>R66 Prestigious external awards, prizes and commendations</p>	<p>Individual T&L achievement</p> <p>Sustained achievement of the highest distinction in T&L, with a peer-reviewable scholarly contribution to your field of education/subject and/or pedagogic practice and policy, through (for example):</p> <p>T77 Principal Fellowship of the HEA</p> <p>T78 UKAT Recognised Leader in Advising (RLA)</p> <p>T79 Producing internationally recognised educational materials</p> <p>T80 Publishing significant scholarly outputs relating to the development and enhancement of T&L within HE</p> <p>T81 Planning, promoting and managing the development of, and recruitment to, subject areas, programmes and modules</p> <p>T82 Planning, securing and successfully delivering significant pedagogic enhancement projects</p> <p>T83 Prestigious external awards, prizes and commendations</p> <p>T84 Excellent feedback from students and peers</p> <p>T85 Developing and influencing the practice of others</p> <p>T86 Impact on student learning through the application/implementation of innovative approaches to LTA</p> <p>T87 Above sector student outcomes: continuation, completion, degree attainment, progression</p>	<p>Individual E&PE achievement</p> <p>Sustained achievement of the highest distinction in E&PE, with a peer-reviewable scholarly contribution to the development of a profession/business/third sector field, through (for example):</p> <p>E60 A sustained record of generating the very highest quality of E&PE outputs</p> <p>E61 A sustained record of leading and significantly influencing developments in the profession/business field which have an impact nationally/internationally</p> <p>E62 A track record of planning, securing and successfully delivering externally funded E&PE activity with sustained income generation</p> <p>E63 Prestigious external awards, prizes and commendations</p>
	<p>Contribution to the R&I environment</p> <p>Demonstrable leadership contribution to the quality and development of the R&I environment and the achievement of the University's strategic aims, through (for example):</p> <p>R67 A lead role in the leadership and management of R&I within or across academic departments, institutes, centres and/or groups, including quality management and critical auditing</p> <p>R68 Fostering of interdisciplinary networks and links between research groups and individuals</p> <p>R69 Senior leadership of the doctoral environment e.g. head of research degrees, leading doctoral and supervisor training</p> <p>R70 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</p> <p>Demonstrable contribution to financial sustainability</p>	<p>Contribution to the T&L environment and student academic experience</p> <p>Demonstrable leadership contribution to the quality and development of the T&L environment and the achievement of the University's strategic aims, through (for example):</p> <p>T88 A lead role in the management of LTA in departments, subject areas and/or groups</p> <p>T89 A lead role in fostering interdisciplinary networks and links between subject groups and individuals</p> <p>T90 An extensive track record of doctoral supervision, examination and completions</p> <p>T91 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</p> <p>Demonstrable contribution to financial sustainability</p>	<p>Contribution to the E&PE environment</p> <p>Demonstrable leadership contribution to the quality and development of the E&PE environment and the achievement of the University's strategic aims, through (for example):</p> <p>E64 A lead role in the management of business units, research centres and/or teams</p> <p>E65 Devising and leading major initiatives that integrate professional practice with T&L to create an innovative, applied learning environment</p> <p>E66 A lead role in E&PE projects, quality management and critical auditing</p> <p>E67 A lead role in the management and coordination of university responses to external assessment of quality (e.g. KEF) and/or external policy consultations</p> <p>E68 A lead role in external university business e.g. global development/business engagement</p> <p>Demonstrable contribution to financial sustainability</p>
	<p>Contribution to the R&I field</p> <p>The highest level of professional standing, recognition by peers, influence and impact nationally and internationally within a field of R&I, through (for example):</p> <p>R71 Invitations to give keynote presentations at national and international conferences</p> <p>R72 Recognition of your R&I projects and activities as defining points of reference within your academic field</p> <p>R73 Invitations to participate in major R&I projects with other organisations</p> <p>R74 Influencing through membership of fellowship organisations, learned societies, editorial boards and peer-review panels</p> <p>R75 Participation in sector or R&I field advisory bodies</p>	<p>Contribution to educational practice</p> <p>The highest level of professional standing, recognition by peers, influence and impact nationally and internationally within scholarly communities, through (for example):</p> <p>T92 Invitations to give keynote presentations at national and international conferences</p> <p>T93 Recognition of your pedagogic practice as a key point of reference within a field of education</p> <p>T94 Invitations to take a lead role in external T&L projects</p> <p>T95 Influencing through membership of professional organisations, editorial boards and external review panels</p> <p>T96 Participation in sector or subject advisory bodies and associations</p>	<p>Contribution to professional practice, business or society</p> <p>The highest level of professional standing, recognition by peers, influence and impact nationally and internationally within a profession/business/third sector field, through (for example):</p> <p>E69 Invitations to give keynote presentations at national/international conferences</p> <p>E70 A track record of invitations to adjudicate/be an expert witness in high profile professional situations</p> <p>E71 Recognition of your E&PE activities as defining points of reference within a professional/business setting</p> <p>E72 Invitations to take a lead role in external E&PE activity</p> <p>E73 Influencing through membership of fellowship organisations, professional associations and trustee boards</p> <p>E74 Participation in sector or professional advisory bodies</p>