Revised criteria for all routes levels L-SL-R-Prof

There are three routes to promotion and for each there are four levels.

<table>
<thead>
<tr>
<th>Academic: teaching and research</th>
<th>Academic: teaching</th>
<th>Academic: research</th>
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<tbody>
<tr>
<td>Professor</td>
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<td>Reader</td>
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<td>Senior Lecturer</td>
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<tr>
<td>Lecturer</td>
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</tbody>
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Four areas of activity are recognised: (i) Research, (ii) Teaching and other student-related activity, (iii) Service and Leadership, and (iv) Knowledge Transfer and External Engagement. Social Responsibility forms part of the criteria for (i), (ii) and (iv), but can also be taken into account in relation to some activity under (iii). [Examples to be provided in Guidance.]

Which areas of activity are relevant varies between Routes:

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<tbody>
<tr>
<td>Research</td>
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<tr>
<td>Teaching and other student-related activity</td>
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<td>Service and Leadership</td>
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<tr>
<td>Knowledge Transfer and External Engagement</td>
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</table>

For each route, a candidate can choose to include in their case both Service and Leadership and Knowledge Transfer and External Engagement, or just one of the two areas of activity. The criteria stated below for each of these areas of activity are based on it being one of the main areas relied on in a case for promotion. If a candidate has some activity in an area, but not sufficient for this to be one the main areas appealed to, this activity should be included in the case and will be taken into account. [Example to be provided in guidance.]

The intention is that for promotion, an applicant will not necessarily need to show an equally high level of achievement in each of the areas of activity included in the case, but if not, then compensatory achievement in some other area of activity is required.

All cases for promotion will be assessed in the context of the discipline within which the candidate works.

The criteria aim to reward activity that is important to the University’s achieving its mission. Such activity should be rewarded regardless of who carries it out and the criteria
reflect this, but the degree to which criteria have to be achieved and which criteria are obligatory vary across levels and promotion routes. Which activity a colleague engages in is determined by contract and local work-load distribution.
**Academic: teaching and research**

Promotion in this category is based on evidence of achievement in the following areas of activity: Research and Teaching and other student-related activity, together with evidence of achievement in Knowledge Transfer and External Engagement and/or Service and Leadership as appropriate.

**Promotion to Professor (academic: teaching and research)**

In any case for promotion to Professor, an assessment of performance in one of the chosen areas of activity as being below that expected of a Senior Lecturer will normally preclude promotion. However, in reaching its decision on cases with such an evaluation, the SPC/FPC will take account of any extenuating circumstances drawn to its attention and the applicant’s performance in the other two areas.

All cases for promotion will be assessed in relation to the norms of the discipline within which the candidate works.

**Research**

- a sustained record and continuing trajectory of output of high-quality, peer-reviewed research publications or other equivalent recognised forms of research output appropriate to the discipline
- a sustained record of success in obtaining external research funding
- a sustained record of successful supervision of PGR students
- evidence of high standing in the relevant international research communities

And in addition a record of achievement with respect to some of the following criteria (a candidate can either evidence some achievement with respect to a broad range of activity or a high level of achievement with respect to a more narrow range of activity, or some combination thereof):

- a record of making a positive contribution to the research development of others
- evidence of leadership of, and/or a record of service to, the research community external to the University
- evidence of initiating and participating in effective research collaboration, including beyond discipline where appropriate
- evidence of research activity that supports the University’s social responsibility goal

**Teaching and other student-related activity**

- a sustained record of successful teaching, including class-room or online delivery and related support in respect of allocated teaching duties
- a sustained record of effective setting and marking of assessment, including provision of feedback to students
- a sustained record of effective delivery of student support as required by post
And in addition a record of achievement with respect to some of the following criteria (a candidate can either evidence some achievement with respect to a broad range of activity or a high level of achievement with respect to a more narrow range of activity, or some combination thereof):

- a sustained record of development in the content, delivery or assessment of the curriculum at course-unit level
- a sustained record of effective contribution to programme management or development, including systems of student support
- a record of positive contribution to the development of teaching and learning within the University of Manchester, beyond the immediate organisational context
- a record of contribution to teaching and learning outside the University of Manchester
- a record of engagement with personal and professional development in relation to teaching and student support
- a record of development of activity that integrates social responsibility into the curriculum

Service and Leadership

- a record of successful leadership or management of a significant organizational unit or area of activity within the University
- evidence of leadership of, and/or a record of service to, relevant University-external academic or professional institutions or networks
- a record of successful support for the careers of colleagues

Knowledge Transfer and External Engagement

A record of achievement with respect to some of the following criteria (a candidate can either evidence equally high level of achievement with respect to all criteria appealed to or an exceptional level of achievement with respect to a smaller number in combination with some activity with respect to some other criteria):

- a sustained record of productive involvement in translating research into beneficial activity or positive change in the wider community
- evidence of leadership of, and/or a record of active participation in, advisory committees or professional or practice-based forums relevant to discipline
- a sustained record of productive involvement in knowledge creation and transfer in partnership with industry, government, NGOs, learned societies or professional bodies
- a sustained record of activity that enhances public understanding of, and engagement with, knowledge and research, or that contributes to well-informed public debate
- a sustained record of external engagement using academic expertise or experience in support of the University’s social responsibility goal
- evidence of influence on professional practice or on policy, including participation in professional or practice-based forums relevant to the staff member’s discipline
- a record of creation, development and exploitation of intellectual property, including open access material
Promotion to Reader (academic: teaching and research)

In any case for promotion to Reader, an assessment of performance in one of the chosen areas of activity as being below that expected of a Senior Lecturer will normally preclude promotion. However, in reaching its decision on cases with such an evaluation, the SPC/FPC will take account of any extenuating circumstances drawn to its attention and the applicant’s performance in the other two areas.

The level of Reader recognises the achievements of those who perform well at SL level, and who, in addition, show exceptional performance with respect to some of the criteria. Reader is not a required step to promotion to Professor, such promotion frequently occurs directly from Senior Lecturer.

All cases for promotion will be assessed in relation to the norms of the discipline within which the candidate works.

Research

Exceptional performance with respect to some of the following criteria:

- an established record and continuing trajectory of output of high-quality, peer-reviewed research publications or other equivalent recognised forms of research output appropriate to the discipline
- a record of success in obtaining external research funding
- a record of successful supervision of PGR students
- evidence of a developing reputation in the relevant international research communities
- evidence of making a positive contribution to the research development of others
- a record of service to the research community external to the University
- evidence of effective research collaboration, including beyond discipline where appropriate
- evidence of research activity that supports the University’s social responsibility goal

Teaching and other student-related activity

Exceptional performance with respect to some of the following criteria:

- a sustained record of successful teaching, including class-room or online delivery and related support in respect of allocated teaching duties
- a sustained record of effective setting and marking of assessment, including provision of feedback to students
- a sustained record of effective delivery of student support as required by post
- a record of development in the content, delivery or assessment of the curriculum at course-unit level
- a record of effective contribution to programme management or development, including systems of student support
- evidence of a positive contribution to the development of teaching and learning within the University of Manchester, beyond the immediate organisational context
- evidence of a positive contribution to teaching and learning outside the University of Manchester
• a record of engagement with personal and professional development in relation to teaching and student support
• a record of development of activity that integrates social responsibility into the curriculum

Service and Leadership
• a record of successful leadership or management of a significant organizational unit or area of activity within the University
• evidence of leadership of, and/or a record of service to, relevant University-external academic or professional institutions or networks
• a record of successful support for the careers of colleagues

Knowledge Transfer and External Engagement
A record of exceptional achievement with respect to some of the following criteria:
• a record of productive involvement in translating research into beneficial activity or positive change in the wider community
• active participation in advisory committees or professional or practice-based forums relevant to discipline
• a record of productive involvement in knowledge creation and transfer in partnership with industry, government, NGOs, learned societies or professional bodies
• a record of activity that enhances public understanding of, and engagement with, knowledge and research, or that contributes to well-informed public debate
• a record of external engagement using academic expertise or experience in support of the University’s social responsibility goal
• some evidence of influence on professional practice or on policy, including participation in professional or practice-based forums relevant to the staff member’s discipline
• creation, development and exploitation of intellectual property, including open access material
Promotion to Senior Lecturer (academic: teaching and research)

In any case for promotion to Senior Lecturer, an assessment of performance in one of the chosen areas of activity as being below that expected of a Lecturer will normally preclude promotion. However, in reaching its decision on cases with such an evaluation, the SPC/FPC will take account of any extenuating circumstances drawn to its attention and the applicant’s performance in the other two areas.

All cases for promotion will be assessed in relation to the norms of the discipline within which the candidate works.

Research

A normal level of achievement for Lecturer (Grade 7)

- an emergent record of output of high-quality, peer-reviewed research publications or other equivalent recognised forms of research output appropriate to the discipline
- some success in obtaining external research funding or active participation in externally funded research
- some involvement in supervision of PGR students
- evidence of positive recognition in the relevant international research communities

The level of achievement for promotion to Senior Lecturer

- an established record and continuing trajectory of output of high-quality, peer-reviewed research publications or other equivalent recognised forms of research output appropriate to the discipline
- a record of success in obtaining external research funding
- a record of successful supervision of PGR students
- evidence of a developing reputation in the relevant international research communities

And in addition a record of achievement with respect to some of the following criteria (a candidate can either evidence some achievement with respect to a broad range of activity or a high level of achievement with respect to a more narrow range of activity, or some combination thereof):

- evidence of making a positive contribution to the research development of others
- a record of service to the research community external to the University
- evidence of effective research collaboration, including beyond discipline where appropriate
- evidence of research activity that supports the University’s social responsibility goal

Teaching and other student-related activity

A normal level of achievement for a Lecturer (Grade 7)

- a record of successful teaching, including class-room or online delivery and related support in respect of allocated teaching duties
• a record of effective setting and marking of assessment, including provision of feedback to students
• a record of effective delivery of student support as required by post

The level of achievement for promotion to Senior Lecturer
• a sustained record of successful teaching, including class-room or online delivery and related support in respect of allocated teaching duties
• a sustained record of effective setting and marking of assessment, including provision of feedback to students
• a sustained record of effective delivery of student support as required by post

And in addition a record of achievement with respect to some of the following criteria (a candidate can either evidence some achievement with respect to a broad range of activity or a high level of achievement with respect to a more narrow range of activity, or some combination thereof):
• a record of development in the content, delivery or assessment of the curriculum at course-unit level
• a record of effective contribution to programme management or development, including systems of student support
• evidence of a positive contribution to the development of teaching and learning within the University of Manchester, beyond the immediate organisational context
• evidence of a positive contribution to teaching and learning outside the University of Manchester
• a record of engagement with personal and professional development in relation to teaching and student support
• a record of development of activity that integrates social responsibility into the curriculum

Service and Leadership

A normal level of achievement for a Lecturer (Grade 7)
• efficient performance of service and leadership tasks in respect of allocated duties

The level of achievement for promotion to a Senior Lectureship
• evidence of capacity to contribute creatively and constructively to the management of a significant organizational unit or area of activity within the University
• some successful involvement in service to relevant University-external academic or professional institutions or networks
• some evidence of willingness to support the careers of colleagues

Knowledge Transfer and External Engagement

A normal level of achievement for a Lecturer (Grade 7)
• some evidence of productive involvement in knowledge creation and transfer in partnership with industry, government, NGOs, learned societies or professional bodies
• some external activity in support of the University’s social responsibility goal
• some activity that enhances public understanding of, and engagement with, knowledge and research, or that contributes to a well-informed public debate

The level of achievement for promotion to a Senior Lectureship

A record of achievement with respect to some of the following criteria (a candidate can either evidence some achievement with respect to broad range of activity or a high level of achievement with respect to a more narrow range of criteria, or some combination thereof):

• a record of productive involvement in translating research into beneficial activity or positive change in the wider community
• active participation in advisory committees or professional or practice-based forums relevant to discipline
• a record of productive involvement in knowledge creation and transfer in partnership with industry, government, NGOs, learned societies or professional bodies
• a record of activity that enhances public understanding of, and engagement with, knowledge and research, or that contributes to well-informed public debate
• a record of external engagement using academic expertise or experience in support of the University’s social responsibility goal
• some evidence of influence on professional practice or on policy, including participation in professional or practice-based forums relevant to the staff member’s discipline
• creation, development and exploitation of intellectual property, including open access material
Academic: teaching

Promotion in this category is based on evidence of achievement in the following areas of activity: Teaching and other student-related activity, together with evidence of achievement in Service and Leadership and/or Knowledge Transfer and External Engagement as appropriate.

Promotion to Professor (academic: teaching)

In any case for promotion to Professor, an assessment of performance in one of the chosen areas of activity as being below that expected of a Senior Lecturer will normally preclude promotion. However, in reaching its decision on cases with such an evaluation, the SPC/FPC will take account of any extenuating circumstances drawn to its attention and the applicant’s performance in the other two areas.

All cases for promotion will be assessed in relation to the norms of the discipline within which the candidate works.

Teaching and other student-related activity

Evidence of some activity in relation to all of the following criteria and in addition a high level of achievement with respect to some of the criteria:

• a sustained record of successful teaching, including class-room or online delivery and related support in respect of allocation of teaching duties
• a sustained record of effective setting and marking of assessment, including provision of feedback to students
• a sustained record of effective delivery of student support as required by post
• a record of substantial development in the content, delivery or assessment of the curriculum at course-unit level
• a record of substantial contribution to programme management or development, including systems of student support
• a record of successful leadership in teaching and learning within the University of Manchester beyond the immediate organisational context
• a record of influence on the development of teaching and learning methodology and/or policy within the University of Manchester
• a record of influence on the development of teaching and learning methodology and/or policy outside the University of Manchester
• a record of development of activity that integrates social responsibility into the curriculum
• a sustained record of engagement with personal and professional development in relation to teaching and student support

Service and Leadership

• a record of successful leadership or management of a significant organizational unit or area of activity within the University
• evidence of leadership of, and/or a record of service to, relevant University-external academic or professional institutions or networks
• a record of successful support for the careers of colleagues

Knowledge Transfer and External Engagement

A record of achievement with respect to some of the following criteria (a candidate can either evidence equally high level of achievement with respect to all criteria appealed to or an exceptional level of achievement with respect to a smaller number combined with some activity with respect to some other criteria)

• evidence of leadership of, and/or a record of active participation in, advisory committees or professional or practice-based forums relevant to discipline

• a sustained record of productive involvement in knowledge creation and transfer in partnership with industry, government, NGOs, learned societies or professional bodies

• a sustained record of activity that enhances public understanding of, and engagement with, knowledge and research, or that contributes to a well-informed public debate

• a sustained record of external activity in support of the University’s social responsibility goal

• evidence of influence on professional practice or on policy, including participation in professional or practice-based forums relevant to the staff member’s discipline

• a record of creation, development and exploitation of intellectual property, including open access material
Promotion to Reader (academic: teaching)

In any case for promotion to Reader, an assessment of performance in one of the chosen areas of activity as being below that expected of a Senior Lecturer will normally preclude promotion. However, in reaching its decision on cases with such an evaluation, the SPC/FPC will take account of any extenuating circumstances drawn to its attention and the applicant’s performance in the other two areas.

The level of Reader recognises the achievements of those who perform well at SL level, and who, in addition, show exceptional performance with respect to some of the criteria. Reader is not a required step to promotion to Professor, such promotion frequently occurs directly from Senior Lecturer.

All cases for promotion will be assessed in relation to the norms of the discipline within which the candidate works.

Teaching and other student-related activity

Exceptional performance with respect to some of the following criteria:

- a sustained record of successful teaching, including class-room delivery and related support in respect of allocation of teaching duties
- a sustained record of effective setting and marking of assessment, including provision of feedback to students
- a sustained record of effective delivery of student support as required by post
- a record of engagement with personal and professional development in relation to teaching and student support
- a record of substantial development in the content, delivery or assessment of the curriculum at course-unit level
- a record of effective contribution to programme management or development, including systems of student support
- a record of a positive contribution to the development of teaching and learning within the University of Manchester, beyond the immediate organisational context
- a record of contribution to teaching and learning outside the University of Manchester
- a record of development of activity that integrates social responsibility into the curriculum

Service and Leadership

- a record of successful leadership or management of a significant organizational unit or area of activity within the University
- evidence of leadership of, and/or a record of service to, relevant University-external academic or professional institutions or networks
- a record of successful support for the careers of colleagues
Knowledge Transfer and External Engagement

A record of exceptional achievement with respect to some of the following criteria:

- active participation in advisory committees or professional or practice-based forums relevant to discipline
- a record of productive involvement in knowledge creation and transfer in partnership with industry, government or NGOs, learned societies or professional bodies
- a record of activity that enhances public understanding of, and engagement with, knowledge and research, or that contributes to a well-informed public debate
- a record of external activity in support of the University’s social responsibility goal
- some evidence of influence on professional practice or on policy, including participation in professional or practice-based forums relevant to the staff member’s discipline
- a record of creation, development and exploitation of intellectual property, including open access material
Promotion to Senior Lecturer (academic: teaching)

In any case for promotion to Senior Lecturer, an assessment of performance in one of the chosen areas of activity as being below that expected of a Lecturer will normally preclude promotion. However, in reaching its decision on cases with such an evaluation, the SPC/FPC will take account of any extenuating circumstances drawn to its attention and the applicant’s performance in the other two areas.

All cases for promotion will be assessed in relation to the norms of the discipline within which the candidate works.

Teaching and other student-related activity

*A normal level of achievement for a Lecturer (Grade 7)*

- a record of successful teaching, including class-room or online delivery and related support in respect of allocated teaching duties
- a record of effective setting and marking of assessment, including provision of feedback to students
- a record of effective delivery of student support as required by post

*The level of achievement for promotion to Senior Lecturer*

- a sustained record of successful teaching, including class-room delivery and related support in respect of allocation of teaching duties
- a sustained record of effective setting and marking of assessment, including provision of feedback to students
- a sustained record of effective delivery of student support as required by post
- a record of engagement with personal and professional development in relation to teaching and student support

And in addition a **high** level of achievement with respect to **some** of the following criteria:

- a record of substantial development in the content, delivery or assessment of the curriculum at course-unit level
- a record of effective contribution to programme management or development, including systems of student support
- a record of a positive contribution to the development of teaching and learning within the University of Manchester, beyond the immediate organisational context
- a record of contribution to teaching and learning outside the University of Manchester
- a record of development of activity that integrates social responsibility into the curriculum

Service and Leadership

*A normal level of achievement for a Lecturer (Grade 7)*

- efficient performance of service and leadership tasks in respect of allocated duties
The level of achievement for promotion to Senior Lecturer

- evidence of capacity to contribute creatively and constructively to the management of a significant organizational unit or area of activity within the University
- some involvement in service to relevant University-external academic or professional institutions or networks
- some evidence of willingness to support the careers of colleagues

Knowledge Transfer and External Engagement

A normal level of achievement for a Lecturer (Grade 7)

- some evidence of productive involvement in knowledge creation and transfer in partnership with industry, government, NGOs, learned societies or professional bodies
- some external activity in support of the University’s social responsibility goal
- some activity that enhances public understanding of, and engagement with, knowledge and research, or that contributes to a well-informed public debate

The level of achievement for promotion to Senior Lecturer

A record of achievement with respect to some of the following criteria (a candidate can either evidence some achievement with respect to broad range of activity or a high level of achievement with respect to a more narrow range of criteria, or some combination thereof):

- active participation in advisory committees or professional or practice-based forums relevant to discipline
- a record of productive involvement in knowledge creation and transfer in partnership with industry, government or NGOs, learned societies or professional bodies
- a record of activity that enhances public understanding of, and engagement with, knowledge and research, or that contributes to a well-informed public debate
- a record of external activity in support of the University’s social responsibility goal
- some evidence of influence on professional practice or on policy, including participation in professional or practice-based forums relevant to the staff member’s discipline
- a record of creation, development and exploitation of intellectual property, including open access material
Academic: research
Promotion in this category is based on evidence of achievement in the following areas of activity: Research, together with evidence of achievement in Service and Leadership and/or Knowledge Transfer and External Engagement as appropriate.

Promotion to Professor (academic: research)
In any case for promotion to Professor, an assessment of performance in one of the chosen areas of activity as being below that expected of a Senior Lecturer will normally preclude promotion. However, in reaching its decision on cases with such an evaluation, the SPC/FPC will take account of any extenuating circumstances drawn to its attention and the applicant’s performance in the other two areas.

All cases for promotion will be assessed in relation to the norms of the discipline within which the candidate works.

Research
Evidence of some activity in relation to all of the following criteria and in addition a high level of achievement with respect to some of the criteria:
- a sustained record and continuing trajectory of output of high-quality, peer-reviewed research publications or other equivalent recognised forms of research output appropriate to the discipline
- a sustained and substantial record of success in obtaining external research funding
- a sustained record of successful supervision of PGR students
- evidence of high standing in the relevant international research communities
- a sustained record of making a positive contribution to the research development of others
- evidence of leadership of, and/or a record of service to, the research community external to the University
- evidence of initiating and participating in effective research collaboration, including beyond discipline where appropriate
- evidence of research activity that supports the University’s social responsibility goal

Service and Leadership
- a record of successful leadership or management of a significant organizational unit or area of activity within the University
- evidence of leadership of, and/or a record of service to, relevant University-external academic or professional institutions or networks
- a record of successful support for the careers of colleagues

Knowledge Transfer and External Engagement
A record of achievement with respect to some of the following criteria (a candidate can either evidence equally high level of achievement with respect to all criteria appealed to or an exceptional level of achievement with respect to a smaller number combined with some activity with respect to some other criteria):
• a sustained record of productive involvement in translating research into beneficial activity or positive change in the wider community

• evidence of leadership of, and/or a record of active participation in, advisory committees or professional or practice-based forums relevant to discipline

• a sustained record of productive involvement in knowledge creation and transfer in partnership with industry, government, NGOs, learned societies or professional bodies

• a sustained record of activity that enhances public understanding of, and engagement with, knowledge and research, or that contributes to well-informed public debate

• a sustained record of external engagement using academic expertise or experience in support of the University’s social responsibility goal

• evidence of influence on professional practice or on policy, including participation in professional or practice-based forums relevant to the staff member’s discipline

• a record of creation, development and exploitation of intellectual property, including open access material
Promotion to Reader (academic: research)

In any case for promotion to Reader, an assessment of performance in one of the chosen areas of activity as being below that expected of a Senior Lecturer will normally preclude promotion. However, in reaching its decision on cases with such an evaluation, the SPC/FPC will take account of any extenuating circumstances drawn to its attention and the applicant’s performance in the other two areas.

The level of Reader recognises the achievements of those who perform well at SL level, and who, in addition, show exceptional performance with respect to some of the criteria. Reader is not a required step to promotion to Professor, such promotion frequently occurs directly from Senior Lecturer.

All cases for promotion will be assessed in relation to the norms of the discipline within which the candidate works.

Research

Exceptional performance with respect to some of the following criteria:

• a sustained record and continuing trajectory of output of high-quality, peer-reviewed research publications or other equivalent recognised forms of research output appropriate to the discipline
• a sustained record of success in obtaining external research funding
• a record of successful supervision of PGR students
• evidence of a developing reputation in the relevant international research communities
• evidence of making a positive contribution to the research development of others
• a record of service to the research community external to the University
• evidence of effective research collaboration, including beyond discipline where appropriate
• evidence of research activity that supports the University’s social responsibility goal

Service and Leadership

• a record of successful leadership or management of a significant organizational unit or area of activity within the University
• evidence of leadership of, and/or a record of service to, relevant University-external academic or professional institutions or networks
• a record of successful support for the careers of colleagues

Knowledge Transfer and External Engagement

A record of exceptional achievement with respect to some of the following criteria:

• a record of productive involvement in translating research into beneficial activity or positive change in the wider community
• active participation in advisory committees or professional or practice-based forums relevant to discipline
• a record of productive involvement in knowledge creation and transfer in partnership with industry, government, NGOs, learned societies or professional bodies
• a record of activity that enhances public understanding of, and engagement with, knowledge and research, or that contributes to well-informed public debate
• a record of external engagement using academic expertise or experience in support of the University’s social responsibility goal
• some evidence of influence on professional practice or on policy, including participation in professional or practice-based forums relevant to the staff member’s discipline
• a record of creation, development and exploitation of intellectual property, including open access material
Promotion to Senior Lecturer (academic: research)

In any case for promotion to Senior Lecturer, an assessment of performance in one of the chosen areas of activity as being below that expected of a Lecturer will normally preclude promotion. However, in reaching its decision on cases with such an evaluation, the SPC/FPC will take account of any extenuating circumstances drawn to its attention and the applicant’s performance in the other two areas.

All cases for promotion will be assessed in relation to the norms of the discipline within which the candidate works.

Research

A normal level of achievement for Lecturer (Grade 7)

- an emergent record of output of high-quality, peer-reviewed research publications or other equivalent recognised forms of research output appropriate to the discipline
- some success in obtaining external research funding or active participation in externally funded research project
- some involvement in supervision of PGR students
- evidence of positive recognition in the relevant international research communities

The level of achievement for promotion to Senior Lecturer:

- a sustained record and continuing trajectory of output of high-quality, peer-reviewed research publications or other equivalent recognised forms of research output appropriate to the discipline
- a sustained record of success in obtaining external research funding
- a record of successful supervision of PGR students
- evidence of a developing reputation in the relevant international research communities

And in addition a high level of achievement with respect to some of the following criteria:

- evidence of making a positive contribution to the research development of others
- a record of service to the research community external to the University
- evidence of effective research collaboration, including beyond discipline where appropriate
- evidence of research activity that supports the University’s social responsibility goal

Service and Leadership

A normal level of achievement for a Lecturer (Grade 7)

- efficient performance of service and leadership tasks in respect of allocated duties
The level of achievement for promotion to Senior Lecturer

- evidence of capacity to contribute creatively and constructively to the management of a significant organizational unit or area of activity within the University
- some involvement in service to relevant University-external academic or professional institutions or networks
- some evidence of willingness to support the careers of colleagues

Knowledge Transfer and External Engagement

A normal level of achievement for a Lecturer (Grade 7)

- some evidence of productive involvement in knowledge creation and transfer in partnership with industry, government, NGOs, learned societies or professional bodies
- some external activity in support of the University’s social responsibility goal
- some activity that enhances public understanding of, and engagement with, knowledge and research, or that contributes to a well-informed public debate

The level of achievement for promotion to Senior Lecturer

A record of achievement with respect to some of the following criteria (a candidate can either evidence some achievement with respect to broad range of activity or a high level of achievement with respect to a more narrow range of criteria, or some combination thereof):

- a record of productive involvement in translating research into beneficial activity or positive change in the wider community
- active participation in advisory committees or professional or practice-based forums relevant to discipline
- a record of productive involvement in knowledge creation and transfer in partnership with industry, government, NGOs, learned societies or professional bodies
- a record of activity that enhances public understanding of, and engagement with, knowledge and research, or that contributes to well-informed public debate
- a record of external engagement using academic expertise or experience in support of the University’s social responsibility goal
- some evidence of influence on professional practice or on policy, including participation in professional or practice-based forums relevant to the staff member’s discipline
- a record of creation, development and exploitation of intellectual property, including open access material
**Annex 2**

Suggested activity to evidence achievement in relation to criteria for **Teaching and Learning** (the bold headings refer to criteria in the policy). The list is meant to be indicative and not exhaustive.

[A number of activities and achievements come up under different criteria. Any achievement should be claimed only once, but under which heading it is claimed will depend on the applicant’s profile.]

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Some achievement</th>
<th>Evidence</th>
<th>Higher achievement</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching, including class-room or online delivery and related support</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breadth of teaching experience: sizes of groups and levels taught</td>
<td>Limited range of levels and group sizes</td>
<td>Internal reference</td>
<td>Broad range of levels and group sizes</td>
<td>Internal reference</td>
</tr>
<tr>
<td>Evaluation of teaching performance</td>
<td>Faculty peer review identified no problems and some good practice, satisfactory unit survey results</td>
<td>Reports from Faculty college peer review; unit survey results (with information about class size, whether unit is obligatory etc); where appropriate and available other feedback from students</td>
<td>Faculty peer review identified excellence, excellent unit survey results</td>
<td>Unit survey results; reports from robust peer review; where appropriate and available other feedback from students; student nomination for teaching awards; specific comments made in staff-student liaison committees; programme-level feedback processes; comments made by external examiners</td>
</tr>
<tr>
<td>Requests to present on classroom delivery and related support in some forum</td>
<td>Within the University</td>
<td>Details of event and contribution</td>
<td>Repeated requests within the University or external request</td>
<td>Details of event and contribution</td>
</tr>
<tr>
<td>Awards or prizes for teaching and learning</td>
<td>University-internal award</td>
<td>Details of awards</td>
<td>Repeated university-internal award or University-external award (or nomination for prestigious award)</td>
<td>Details of award</td>
</tr>
</tbody>
</table>
### Setting and marking of assessment, including provision of feedback to students

<table>
<thead>
<tr>
<th>Setting and marking of assessment</th>
<th>Successful performance with respect to a relatively narrow range of types of assessment</th>
<th>Comments made by external examiner, student feedback, internal reference</th>
<th>Excellent performance across a broad range of types of assessment</th>
<th>Comments made by external examiner, student feedback, internal reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of assessment and feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requests to present on setting and marking of assessment or provision of feedback</td>
<td>Within the University</td>
<td>Details of event and contribution</td>
<td>Repeated requests within the University or external request</td>
<td>Details of event and contribution</td>
</tr>
<tr>
<td>Awards or prizes for assessment</td>
<td>University-internal award</td>
<td>Details of awards</td>
<td>Repeated university-internal award or University-external award</td>
<td>Details of award</td>
</tr>
</tbody>
</table>

### Delivery of student support

<table>
<thead>
<tr>
<th>Delivery of student support</th>
<th>Academic advising role (or similar student supporting role) carried out competently</th>
<th>Evidence of general student satisfaction with advising role through questionnaire (where used to assess academic advising); internal reference possibly with input from students</th>
<th>Academic advising role (or similar student supporting role) carried out in an outstanding way, support for academic advisors</th>
<th>Evidence of excellent student satisfaction with advising role through questionnaire (where used to assess academic advising); internal reference possibly with input from students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for peer mentoring, PASS schemes etc</td>
<td>Support for ongoing activity</td>
<td>Internal reference; student evaluation</td>
<td>Role in developing new activity</td>
<td>Internal reference; student evaluation; evidence of impact of new development</td>
</tr>
<tr>
<td>Support for other student activity</td>
<td>Support for existing student society, student conference etc</td>
<td>Internal reference; student evaluation</td>
<td>Role in setting up existing student society, student conference etc</td>
<td>Internal reference; student evaluation; evidence of impact of new development</td>
</tr>
<tr>
<td>Requests to present on delivery of student support</td>
<td>Within the University</td>
<td>Details of event and contribution</td>
<td>Repeated requests within the University or external request</td>
<td>Details of event and contribution</td>
</tr>
<tr>
<td>Development at course unit level</td>
<td>Criteria for Academic Promotions</td>
<td>Evidence</td>
<td></td>
<td></td>
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<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Course unit development and renewal (including content and methodologies for teaching and assessment)</strong></td>
<td>Revision to improve course units (e.g. renewing content; revising assessment; renewing online provision; reacting to changes in accrediting bodies or student cohort)</td>
<td>Internal reference; evidence of beneficial effects (e.g. improved recruitment of students; improved student satisfaction; improved employability; more efficient use of resource, including staff time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Integrating discipline-specific research with teaching and learning consistent with programme aims</strong></td>
<td>Present current research in teaching; introducing students to practical research methodology; using research data in teaching</td>
<td>Reports from robust peer review; internal reference; comments made by external examiner</td>
<td>Getting students to use practical research methodology; engaging students in research activity</td>
<td>Reports from robust peer review; internal reference; comments made by external examiner; statement from external sources involved in the research</td>
</tr>
<tr>
<td><strong>Sustainable innovation at course-unit level that demonstrably enhances student learning</strong></td>
<td>Some evidence of innovation</td>
<td>Internal reference; external examiner’s report; evidence of beneficial effects (e.g. improved recruitment of students; improved student satisfaction; improved employability; more efficient use of resource, including staff time)</td>
<td>Sustained record of innovation that has led to changes in teaching practice</td>
<td>Internal reference; external examiner’s report; evidence of beneficial effects (e.g. improved recruitment of students; improved student satisfaction; improved employability; more efficient use of resource, including staff time)</td>
</tr>
<tr>
<td><strong>Introducing elements that support the University’s priorities, for instance Learning through Research or Social Responsibility</strong></td>
<td>Some activity</td>
<td>Description of activity and/or internal reference</td>
<td>Sustained activity</td>
<td>Description of activity and/or internal reference</td>
</tr>
<tr>
<td><strong>Awards or prizes for course-unit development</strong></td>
<td>University-internal award</td>
<td>Details of awards</td>
<td>Repeated university-internal award or University-external award</td>
<td>Details of award</td>
</tr>
<tr>
<td>Programme management or development including systems of student support</td>
<td>Management of teaching programmes within School</td>
<td>Involvement in the management of teaching programmes</td>
<td>Internal reference</td>
<td>Leadership in the management of teaching programmes</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Work to strengthen a programme, including discipline content and elements to support integration of employability, internationalisation, social responsibility etc</td>
<td>Active involvement in development</td>
<td>Internal reference; evidence of beneficial effects (e.g. improved recruitment of students; improved student satisfaction; improved employability; more efficient use of resource, including staff time)</td>
<td>Leadership in development</td>
<td>Internal reference; evidence of beneficial effects (e.g. improved recruitment of students; improved student satisfaction; improved employability; more efficient use of resource, including staff time)</td>
</tr>
<tr>
<td>Sustainable innovation at programme level that demonstrably enhances student learning</td>
<td>Some evidence of innovation</td>
<td>Internal reference; external examiner’s report; evidence of beneficial effects (e.g. improved recruitment of students; improved student satisfaction; improved employability; more efficient use of resource, including staff time)</td>
<td>Sustained record of innovation that has led to changes in teaching practice</td>
<td>Internal reference; external examiner’s report; evidence of beneficial effects (e.g. improved recruitment of students; improved student satisfaction; improved employability; more efficient use of resource, including staff time)</td>
</tr>
<tr>
<td>Introducing elements that support the University’s priorities, for instance Learning through Research or Social Responsibility</td>
<td>Some activity</td>
<td>Description of activity and/or internal reference</td>
<td>Sustained activity</td>
<td>Description of activity and/or internal reference</td>
</tr>
<tr>
<td>Development of teaching and learning policies at discipline or School level</td>
<td>Involvement in the development of teaching and learning policies at discipline or school level</td>
<td>Internal reference informed by views of T&amp;L Director in School; other evidence of impact of policies</td>
<td>Leadership in the development of teaching and learning policies at discipline or school level</td>
<td>Internal reference informed by views of T&amp;L Director in School, AD T&amp;L or other staff outside the School; other evidence of impact of policies</td>
</tr>
<tr>
<td>Awards or prizes for curriculum development</td>
<td>University-internal award</td>
<td>Details of awards</td>
<td>Repeated university-internal award or University-external award</td>
<td>Details of award</td>
</tr>
<tr>
<td>Broader contribution to the development of teaching and learning within University of Manchester beyond the immediate organisational context</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------</td>
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<td></td>
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</tr>
<tr>
<td>Management of cross-school teaching programmes</td>
<td>Involvement in the management of cross-school teaching programmes.</td>
<td>Internal reference</td>
<td>Leadership in the management of cross-school teaching programmes</td>
<td>Internal reference; external programme examiner’s comments; other evidence of impact on the programme or on colleagues</td>
</tr>
<tr>
<td>Development of teaching and learning policies at faculty or university levels</td>
<td>Involvement in the development of teaching and learning policies at faculty or University level</td>
<td>Internal reference informed by views of T&amp;L. Director in School; other evidence of impact of policies</td>
<td>Leadership in the development of teaching and learning policies at faculty or university level</td>
<td>Internal reference informed by views of T&amp;L. Director in School, AD T&amp;L or other staff outside the School; other evidence of impact of policies</td>
</tr>
<tr>
<td>Influencing the teaching of others within the university by providing support, mentoring or coaching of other staff or through involvement in development opportunities for other staff</td>
<td>Role of mentor or coach of other staff; involvement in the provision of staff development in teaching and learning</td>
<td>Internal reference informed by views of staff who have been supported; evidence of invitations to share good practice with others within the University; evaluations by participants in development opportunities</td>
<td>Leadership in staff development in teaching and learning within the University</td>
<td>Internal reference informed by views of relevant staff outside the School where appropriate; evaluations by participants in development opportunities</td>
</tr>
<tr>
<td>University-internal teaching grants</td>
<td>Occasional award</td>
<td>Details of grant and evidence of outcome</td>
<td>Sustained record of award of grants</td>
<td>Details of grants and evidence of outcomes</td>
</tr>
<tr>
<td>Awards or prizes for teaching and learning relating to activity above school level</td>
<td>University-internal award</td>
<td>Details of awards</td>
<td>Repeated university-internal award or University-external award</td>
<td>Details of award</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contribution to teaching and learning outside the University of Manchester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication of teaching materials or text books</td>
</tr>
<tr>
<td>Influencing the teaching of others externally to the university</td>
</tr>
<tr>
<td>Active involvement in professional bodies to develop discipline-specific national curricula</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Evidence of such contribution through internal reference with input from representatives of the external body; external referee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Involvement in the delivery of executive education, CPD or training and development to other professional bodies</th>
<th>Occasional involvement in educational activity within bodies such as Bar Council, Royal Society or other discipline-specific organisations or contributions to HEA events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal reference informed by those involved in managing the activity; external reference</td>
<td>Sustained involvement and leadership in design and delivery of training and development</td>
</tr>
<tr>
<td>Internal reference informed by those involved in managing the activity; external reference; other evidence of impact of activity</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Invitations to deliver teaching to other institutions</th>
<th>Occasional invitation to deliver a substantial amount of teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal reference informed by information from those involved in leading the activity; external reference; evidence of quality and impact when available</td>
<td>Regular invitations or visiting appointments for the purposes of teaching and learning</td>
</tr>
<tr>
<td>Internal reference informed by information from those involved in leading the activity; external reference; evidence of quality and impact when available</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Invitations to be external programme examiner</th>
<th>Occasional invitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal reference informed by information from staff at other University; external reference</td>
<td>Regular invitations</td>
</tr>
<tr>
<td>Internal reference informed by information from staff at other University; external reference</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Influence on national debates on teaching and learning</th>
<th>Occasional contribution to national debates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations at conferences; contributions to debates in the press; engagement with learned</td>
<td>Sustained contribution to national debates</td>
</tr>
<tr>
<td>Clear evidence of significant involvement in debates; significant contribution to events;</td>
<td></td>
</tr>
</tbody>
</table>

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1 Under this is included written work that falls under the headings ‘Good practice and case studies’ and ‘Survey articles’ in the documentation on dissemination by the Centre for Higher Education Research, Innovation and Learning at the University of Manchester.
| Award of external grants for teaching and learning | Occasional award, smaller award | Details of grant and evidence of outcome | Sustained record of award of grants, larger grant | Details of grants and evidence of outcomes |
| Published pedagogical research | Occasional publication | Publication details | Record of publications | Publication details |

### Personal and professional development

| Scholarship in teaching and learning | Being aware of and consistently applying good practice established by others | Reports from robust peer review; internal reference; evidence of impact | Being aware of and developing good practice; leading initiatives to develop and maintain scholarship in teaching and learning | Reports from robust peer review; internal reference; Reports from robust peer review; internal reference; evidence of impact |
| Personal development in teaching and learning methodology and technology | Evidence of participation in development and training opportunities | Good practice sessions or training and development opportunities attended (internal or external to the University) in combination with evidence of impact | Evidence regular participation in and engagement with development and training opportunities | Good practice sessions or training and development opportunities attended (internal or external to the University) in combination with evidence of impact |
| Publication or invited presentations on teaching, learning and student related activity | Occasional publication or presentation | Publication or presentation details | Sustained record publication or invited presentations on teaching, learning and student related activity | Publication or presentation details |

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Under this heading is understood work that falls under the heading of ‘Pedagogic research’ in the documentation on dissemination by the Centre for Higher Education Research, Innovation and Learning at the University of Manchester namely ‘work on teaching and learning in HE that fulfills the criteria defined as part of REF2014’. Hence it could also be entered under ‘Research’ in promotions cases based on Research and Teaching, but can be included under ‘Teaching’ in Teaching-focused promotion.