Guidance Notes: Criteria for Academic Promotions

General

These Guidance Notes should be read in conjunction with the Academic Promotions Policy for the University of Manchester, the Academic Role Profiles, Faculty Academic Promotions Procedures and where applicable, School Academic Promotions Procedures.

Part One - Criteria for Promotion to Chair
Part Two - Criteria for Promotion to Reader
Part Three - Criteria for Promotion to Senior Lecturer (Teaching and Research)
Part Four - Criteria for Promotion to Senior Lecturer (Teaching Focused)
Part Five - Criteria for Promotion to Senior Research Fellow

The University is committed to a policy of equality of opportunity in relation to its promotion procedures, as in all other matters. Accordingly, in considering applications for promotion, full account will be taken of the effects of career breaks and/or periods of part-time work on the professional development of an applicant. More generally, account will be taken of any personal, social, familial or other non-academic obstacles that may have restricted or delayed the development of an applicant’s professional career. Taking into account all the relevant factors, decisions on promotion will be based on merit, with the expectation of significant evidence of both the appropriate level of performance and future career trajectory.

Applicants, whether full-time or part-time (including staff with clinical commitments), will be expected to satisfy the criteria detailed in these guidance notes.

Promotion Tracks

The following table summarises the tracks for promotion:

<table>
<thead>
<tr>
<th>Teaching Focused</th>
<th>Teaching and Research</th>
<th>Research Focused</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Lecturer</td>
<td>Research Fellow</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Senior Lecturer</td>
<td>Senior Research Fellow</td>
</tr>
<tr>
<td>Reader</td>
<td>Reader</td>
<td>Reader</td>
</tr>
<tr>
<td>Professor</td>
<td>Professor</td>
<td>Professor</td>
</tr>
</tbody>
</table>

Submitting a Case

Cases should be submitted in line with Faculty guidance and be accompanied by a CV and cover:

- Key contributions in each of the areas of assessment
- Nature and quality of the outputs of the candidate (e.g. publications, exhibitions etc, contribution to teaching and learning within and outside the University as appropriate)
- Any special factors of which the SC/FPC should be aware (e.g. periods of maternity leave, discipline-specific norms, etc.)
- Where a candidate spends a considerable proportion of time on professional or clinical work, an indication should be given of the amount of time spent on such work.
Evaluating a Case for Promotion

In evaluating cases for promotion, the University will place great weight on peer judgements and objective criteria relating to all the areas of performance detailed below, using national and international external peer review as far as possible. Since criteria vary from discipline to discipline, there is good reason to rely on Faculty-specific processes.
Part One

Criteria for Promotion to Chair

The University will seek to recognise and reward: (i) fundamental research and discovery; (ii) transfer of knowledge and technology into the cultural and economic life of the wider society; (iii) significant contribution to teaching and learning within the University; (iv) significant contribution to teaching and learning outside the University; (v) service and leadership.

Promotion to Chair is on the basis of the criteria set out below. It is not a requirement that applicants satisfy all of the criteria in each area of performance, but it is expected that they demonstrate strong performance in a majority of the criteria relevant to their discipline. However outstanding performance in one of the areas (i), (ii), or (iii) and (iv) combined may be sufficient for promotion to Chair.

Alternatively, recognising a plurality of academic career paths, the University may award promotion to Chair on the basis of any combination of the five areas of performance. For candidates who have followed a teaching and research career route the typical areas of presumptive performance would normally be: research, teaching and learning within and/or outside the University, and service and leadership, but could also be transfer of knowledge and technology, teaching and learning within and/or outside the University, and service and leadership. For candidates who have pursued a research career route (e.g. hold the position of Senior Research Fellow) the typical areas of presumptive performance would normally be: research, transfer of knowledge and technology, and service and leadership. For candidates who have pursued a teaching route (e.g. hold the position of Senior Lecturer or Senior Teaching Fellow) the typical areas of presumptive performance would normally be: teaching and learning within and outside the University, and service and leadership, with an expectation of there being evidence of activity in relation to all of the criteria below and in addition a high level of achievement with respect to a high proportion of the criteria.

1.1 Research.

- Evidence of sustained output of high quality, peer-reviewed research publications or other equally recognised forms of research output, and evidence that they have made a significant contribution to the discipline and earned an international reputation
- Receipt of significant research grants and awards, particularly peer-reviewed, where appropriate to discipline
- Evidence of successful supervision of research staff and/or postgraduate research students
- Membership of editorial boards of significant journals or academic presses, or equivalent roles for other research outputs
- Evidence of success in roles in the assessment and management of research at national and international levels
- Evidence of effective research collaboration with other institutions or organisations
- Invitations to speak at international conferences, particularly as a keynote lecturer, or organisation of significant international conferences and editing of published proceedings
- Record of establishing and/or developing productive research collaborations with cognate disciplines

1.2 Academic Enterprise and Knowledge Transfer
• A significant record of transfer of intellectual property into the wider economy
• A significant record of translation of research findings into clinical solutions
• Evidence of significant influences on the formulation of policies or of practice in organisations outside the University
• Research, consulting or advisory relationships with other organisations
• A significant record of enrichment of the wider culture through, for example, literature, the visual and performing arts
• A significant contribution to the development of academic enterprise
• A significant contribution to research or policy development in the field of knowledge transfer
• Evidence of effective interactions with key stakeholders, to include public and community engagement

1.3 Teaching and Learning (within the University)
(refer to annex 2 for examples of evidence)
(An applicant can either evidence a high level of achievement with respect to a broad range of activity or an exceptionally high level of achievement with respect to a narrower range of activity, or some combination thereof)
• 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

1.4 Teaching and Learning (outside the University)
(refer to Annex 2 for examples of evidence)
• A record of influence on the development of teaching and learning methodology and/or policy outside the University of Manchester
• A sustained record of engagement with personal and professional development in relation to teaching and student support

1.5 Service and Leadership
• A significant and sustained contribution to the management of the discipline, School, Faculty or University (e.g. in planning and resource management, policy development, improvement of procedures etc) and evidence that this has produced material benefits to the unit’s academic reputation or professional, clinical or vocational practice
• Evidence of sustained ability to successfully manage and develop significant teams of staff (academic or support) where such opportunities arise
• Exceptional contribution to developing and managing links with external organisations
- Evidence of ability to shape the discipline nationally through learned societies, professional bodies or equivalent structures
- Evidence of exceptional collegiality in any of the criteria under any heading
- Evidence of involvement in public and community engagement
Part Two

Criteria for Promotion to Reader

Promotion may be based primarily on excellence in teaching or on excellence in research or in knowledge transfer and in one other area. The candidate must be able to provide strong evidence that the achievement already demonstrated will lead to a continued high quality output. In all cases norms for the discipline will be taken into account. It is not a requirement that individuals must be promoted to Reader before being promoted to Chair.

The case should provide clear evidence of the candidate’s contribution since previously promoted and also the potential for future development.

Where a SPC/FPC nominates a member of staff for promotion from Lecturer direct to Reader, the candidate will first have to satisfy the criteria for promotion to Senior Lecturer before being considered for a change of status to Reader.

Promotion to Reader is on the excellent level of achievement against the following criteria appropriate to the career track and in addition to the criteria required for the previous level of promotion.

Teaching and Learning
(refer to Annex 2 for examples of evidence)

- 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 contribution to teaching and learning outside the University of Manchester and/or a record of influencing national and international debate on HE matters
- A record of engagement with personal and professional development in relation to teaching and student support

If the case is based primarily on teaching and learning, then in addition a high level of achievement with respect to some of the following (a candidate can either evidence a high level of achievement with respect to a broad range of activity or an exceptionally high level of achievement with respect to a narrower range of activity, or some combination thereof):

- 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 broader contribution to the development of teaching and learning within the University of Manchester, beyond the immediate organisational context
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Research

- Evidence of sustained output of high quality research publications or other recognised forms of output, judged to be at international level
- Evidence of an established national or international reputation in a research field through, for example, commissioned publications, successful conference organisation and editorship of proceedings or regular invitations to participate in major conferences, or external professional practice
- A sustained record of attracting funds, where appropriate and feasible, and of leadership of, and collaboration in, significant research projects, and/or consultancy or work with external organisations
- Sustained record of successful postgraduate research supervision

Service and Leadership

- A significant and sustained contribution to the management of the School or organisational unit (e.g. in planning and resource management, or policy development, improvement of procedures, etc.)
- Evidence of effective management skills
- Recognition as having made a significant and sustained contribution to service and leadership criteria within the broader arena of the Faculty and/or University, or in the outside professional arena, where appropriate
- Evidence of involvement in public and community engagement

Academic Enterprise and Knowledge Transfer

- A substantial contribution to the development of academic enterprise across a broad range of enterprise or cultural activities
- Demonstrable leadership in academic enterprise, notably new academic enterprise processes designed, initiated and managed
- A sustained record of supervision of postgraduate students on new business creation and technology or knowledge transfer projects
- High visibility involvement in regional, national and international enterprise bodies
Part Three

Criteria for Promotion to Senior Lecturer
(Teaching and Research)

Promotion is based on evidence of achievement in both teaching and research together with evidence of achievement in Academic Enterprise and Knowledge Transfer or Service and Leadership as appropriate.

The School should ensure that the submission to the FPC contains quantitative evidence about teaching loads and quality (e.g. peer review of teaching, summaries of student questionnaires and scores) against School norms, to enable the FPC to make an adequate assessment of the effectiveness of the applicant’s contribution to this area.

For each of the areas of activity, there is a list of factors (see below) to indicate how a SPC/FPC will make its assessment. It is not necessary for an individual to demonstrate strong performance for every factor in order to receive a high rating overall for that area of activity.

In each area as appropriate, applicants will be assessed by a SPC/FPC as having performed “below the normal level of achievement for a Lecturer (Grade 7)”; or “at the normal level of achievement for a Lecturer (Grade 7)”; or “at a level of achievement for promotion to Senior Lecturer”. In all cases norms for the discipline will be taken into account.

The intention is that for promotion to Senior Lecturer, an applicant will not necessarily need to show a level of achievement in each of the appropriate areas, but if not, then compensatory excellence elsewhere is required. In exceptional cases outstanding performance in one area may be sufficient for promotion.

For promotion to Senior Lecturer, an assessment of performance in one of the chosen areas as being ‘below the normal level of achievement for a Lecturer (Grade 7)’ will normally preclude promotion. However, in reaching its decision on cases with such a rating, the SPC/FPC will take account of the extent to which this rating is supported by its members, any extenuating circumstances drawn to its attention, and the applicant’s performance in the other two areas.

The indicative criteria which will serve as benchmarks in the assessment of the applicant's performance are as follows:-

Research

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

- A record of regular publication of original research judged to be at national level
- Other forms of externally recognised professional practice or creative output of a standing equivalent to regular publication of original research judged to be at national level, or the production of recognised works of scholarship and/or synthesis
- Some success in obtaining research support funding, where appropriate and feasible, and/or collaboration in significant research projects
- Successful postgraduate research supervision where available

The level of achievement for promotion to a Senior Lectureship

The criteria for normal level of achievement for a Lecturer (Grade 7) and additionally:
Guidance Notes: Criteria for Academic Promotions

- Evidence of sustained output of high quality research publications or other recognised forms of output, judged to be at national level, with evidence of an emerging international reputation
- Evidence of other research or professional achievements such as a sustained track record of invited conference contributions, invitations to referee or review publications, external professional practice
- A record of continued success in attracting funds, where appropriate and feasible, and of achievement in significant research projects, consultancy work with external organisations
- A record of continued successful postgraduate research supervision

**Academic Enterprise and Knowledge Transfer**
(Refer to Annex 1)

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

- Promoting and maintaining links with industry, business, the professions or the community that are of value to the University
- Evidence of academic enterprise and innovation across a relatively narrow range of enterprise or cultural activities

**The level of achievement for promotion to a Senior Lectureship**

The criteria for normal level of achievement for a Lecturer (Grade 7) and additionally:

- A significant contribution to the development of academic enterprise across a broad range of enterprise or cultural activities
- Significant involvement in knowledge creation and transfer in conjunction with partner organisations in industry, commerce, government or NGOs. This could be in the form of externally funded research and/or consultancy
- Involvement in creation of and/or commercial exploitation of intellectual property
- Success in transferring research results to commercial, professional or other practical use
- A record of continued successful postgraduate supervision in the area of academic enterprise or knowledge transfer
- A significant involvement in regional, national and international enterprise bodies

**Teaching and Learning**

**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 a Senior Lectureship**

- 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 positive 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 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 broader 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

**Service and Leadership**

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

- Efficient performance over a period, of routine service/administrative duties, either within or on behalf of the School or similar organisational unit
- Some involvement in the broader arena of the Faculty, including, where appropriate, a role providing support, pastoral care and guidance to students or colleagues and/or the outside professional arena where appropriate

**The level of achievement for promotion to a Senior Lectureship**

The criteria for normal level of achievement for a Lecturer (Grade 7) and additionally:

- The successful prosecution of a major executive task (sustained, or a one-off project) which facilitates School or organisational unit performance or business
- Evidence of a capacity to contribute creatively and constructively to the management of School or organisational unit business
- A capacity to manage more junior and/or support staff where such opportunities exist
- Responsible and effective involvement in the broader arena of the Faculty and/or University including, where appropriate, a significant period in a role providing support, pastoral care and guidance to students or colleagues, or in the outside professional arena, where appropriate
- Evidence of involvement in public and community engagement
Part Four

Criteria for Promotion to Senior Lecturer
(Teaching Focused)

Promotion is based on evidence of achievement in Teaching and Learning together with evidence of achievement in Service and Leadership and/or Knowledge Transfer and External Engagement as appropriate.

The School should ensure that the submission to the FPC contains quantitative evidence about teaching loads and quality (e.g. peer review of teaching, summaries of student questionnaires and scores) against School norms, to enable the FPC to make an adequate assessment of the effectiveness of the applicant’s contribution to this area.

For each of the areas of activity, there is a list of factors (see below) to indicate how SPC/FPC will make its assessment. It is not necessary for an individual to demonstrate strong performance for every factor in order to receive a high rating overall for that area of assessment.

In each area as appropriate, applicants will be assessed by a FPC as having performed "below the normal level of achievement for a Lecturer (Grade 7)"; or "at the normal level of achievement for a Lecturer (Grade 7)"; or "at a level of achievement for promotion to Senior Lecturer". In all cases norms for the discipline will be taken into account.

The intention is that for promotion to Senior Lecturer an applicant will demonstrate the achievement of a presumptive overall level of contribution made. However, it is not necessary to show a presumptive level in each of the appropriate areas, but if not then compensatory excellence elsewhere is required. In exceptional cases, outstanding performance in one area may be sufficient for promotion.

For promotion to Senior Lecturer, an assessment of performance in one of the chosen areas as being 'below the normal level for a Lecturer (Grade 7)' will normally preclude promotion. However in reaching its decision on cases with such a rating, the SPC/FPC will take account of the extent to which this rating is supported by its members, any extenuating circumstances drawn to its attention and the applicant’s performance in the other two areas.

The indicative criteria which will serve as benchmarks in the assessment of the applicant's performance are as follows:-

**Contribution to Teaching and Learning**
(refer to annex 2 for examples of evidence)

This criterion is designed to reflect the impact an applicant has on shaping developments in teaching and learning. External activity related to teaching and learning is not required for promotion to senior lecturer, but can be made part of a case for promotion where it has formed part of the applicant’s activities.
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 a 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 broader 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

Service and Leadership

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

- Efficient performance over a period, of routine service duties, either within or on behalf of the School or unit
- Some involvement in the broader arena of the Faculty, including, where appropriate, a role providing support, pastoral care and guidance to students or colleagues and/or the outside professional arena where appropriate

The level of achievement for promotion to a Senior Lecturer (Grade 7)

The criteria for normal level of achievement for a Lecturer (Grade 7) and additionally as appropriate:

- The successful prosecution of a major executive task (sustained, or a one-off project) which facilitates School or unit performance or business
- Evidence of a capacity to contribute creatively and constructively to the management of School or unit business
• A capacity to manage more junior and/or support staff where such opportunities exist
• Responsible and effective involvement in the broader arena of the Faculty and/or University, including, where appropriate, a significant period in a role providing support, pastoral care and guidance to students or colleagues, or in the outside professional arena, where appropriate
• Evidence of involvement in public and employee engagement

Knowledge Transfer and External Engagement

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

• involvement in knowledge creation and transfer in partnership with industry, government, NGOs, learned societies or professional bodies
• external activity in support of the University’s social responsibility goal
• 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 Lecturer (Grade 7)

• a sustained record of involvement in knowledge creation and transfer in partnership with industry, government or NGOs
• a sustained record of external activity in support of the University’s social responsibility goal
• 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
• 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
Part Five

Criteria for Promotions to Senior Research Fellow

Applicants will be expected to satisfy the criteria in the areas of research activity and achievement, academic enterprise and knowledge transfer, and service and leadership.

For each of the areas of activity, there is a list of factors (see below) to indicate how a SPC/FPC will make its assessment. It is not necessary for an individual to demonstrate strong performance for every factor in order to receive a high rating overall for that area of activity.

In each area as appropriate, applicants will be assessed by a SPC/FPC as having performed "below the normal level of achievement for a Research Fellow"; or "at the normal level of achievement for a Research Fellow"; or "at a level of achievement for promotion to Senior Research Fellow". In all cases norms for the discipline will be taken into account.

The intention is that for promotion to Senior Research Fellow, an applicant will demonstrate the achievement of a presumptive overall level of contribution made. However, it is not necessary to show a presumptive level in each of the appropriate areas, but if not, then compensatory excellence elsewhere is required. In exceptional cases, outstanding performance in one area may be sufficient for promotion.

For promotion to Senior Research Fellow, an assessment of performance in one of the chosen areas as being 'below the normal level for a Research Fellow' will normally preclude promotion. However, in reaching its decision on cases with such a rating, the SPC/FPC will take account of the extent to which this rating is supported by its members, any extenuating circumstances drawn to its attention, and the applicant's performance in the other two areas.

The indicative criteria which will serve as benchmarks in the assessment of the applicant's performance are as follows:-

Research

A normal level of achievement for a Research Fellow

- A record of regular publication of original research judged to be at international level
- Other forms of externally recognised professional practice or creative output of a standing equivalent to regular publication of original research judged to be at national level, or the production of recognised works of scholarship and/or synthesis
- Success in obtaining research support funding, where appropriate and feasible, and/or collaboration in significant research projects
- Successful postgraduate research supervision where available

The level of achievement for promotion to a Senior Research Fellowship

The criteria for normal level of achievement for a Research Fellow and additionally:

- Evidence of sustained output of high quality research publications or other recognised forms of output, judged to be at national level, with evidence of an emerging international reputation
Evidence of other research or professional achievements such as a sustained track record of invited conference contributions, invitations to referee or review publications, external professional practice.

A record of continued success in attracting funds, where appropriate and feasible, and of achievement in significant research projects, consultancy work with external organisations.

A record of continued successful postgraduate research supervision.

**Academic Enterprise and Knowledge Transfer**

*N.B. Over a period of time, exemplars of Academic Enterprise and Knowledge Transfer promotion cases will be developed. To assist in the early use of these criteria, examples of the factors to be taken into account in this category are attached as Annex 1.*

**A normal level of achievement for a Research Fellow**

- Promoting and maintaining links with industry, business, the professions or the community that are of value to the University.
- Evidence of academic enterprise and innovation across a relatively narrow range of enterprise or cultural activities.

**The level of achievement for promotion to a Senior Research Fellowship**

The criteria for normal level of achievement for a Research Fellow and additionally, as appropriate:

- A significant contribution to the development of academic enterprise across a broad range of enterprise or cultural activities.
- Significant involvement in knowledge creation and transfer in conjunction with partner organisations in industry, commerce, government or NGOs. This could be in the form of externally funded research and/or consultancy.
- Involvement in creation of and/or commercial exploitation of intellectual property.
- Success in transferring research results to commercial, professional or other practical use.
- A record of continued successful postgraduate supervision in the area of academic enterprise or knowledge transfer.
- A significant involvement in regional, national and international enterprise bodies.

**Service and Leadership**

**A normal level of achievement for a Research Fellow**

- Efficient performance over a period, of routine service/administrative duties, either within or on behalf of the School or similar organisational unit.
- Some involvement in the broader arena of the Faculty, including, where appropriate, a role providing support, pastoral care and guidance to students or colleagues and/or the outside professional arena where appropriate.

**The level of achievement for promotion to a Senior Research Fellowship**

The criteria for a normal level of achievement for a Research Fellow and additionally as appropriate:
- The successful prosecution of a major executive task (sustained, or a one-off project) which facilitates School or organisational unit performance or business
- Evidence of a capacity to contribute creatively and constructively to the management of School or organisational unit business
- A capacity to manage more junior and/or support staff where such opportunities exist
- Responsible and effective involvement in the broader arena of the Faculty and/or University including, where appropriate, a significant period in a role providing support, pastoral care and guidance to students or colleagues, or in the outside professional arena, where appropriate
- Evidence of involvement in public and employee engagement
Annex 1

Factors to be taken into account in assessing Academic Enterprise and Knowledge Transfer activity and achievement

- Significant involvement in knowledge creation and transfer in conjunction with partner organisations in industry, commerce, government or NGOs. This could be in the form of externally funded research and/or consultancy

- Creation and development of intellectual property

- The extent of, and potential for further entrepreneurial activity stimulated

- Understanding of the entrepreneurial process and its environment

- The independence of the entrepreneurial contribution

- Leadership in academic enterprise (new academic enterprise processes designed, initiated and managed)

- The number and quality of new high technology business projects launched

- Success in raising capital in support of new business projects

- The national and international reputation of new business projects

- Management of investment funds, grants and contracts

- Invitations received to present external lectures and other contributions to conferences and other public events

- Other enterprise outputs (e.g. patents, licences, etc.)

- Executive education

- Extent and nature of involvement in consultancy

- Impact on policy advice

- Shaping of public debate, etc.
**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>
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</thead>
<tbody>
<tr>
<td><strong>Teaching, including class-room or online delivery and related support</strong></td>
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<tr>
<td>Breadth of teaching experience: sizes of groups and levels taught</td>
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<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>
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<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>Evaluation of assessment and feedback</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>
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</thead>
<tbody>
<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

<p>| Academic advising | Academic advising role (or similar student supporting role) carried out competently | Evidence of general student satisfaction with advising role through questionnaire (where used to assess academic advising); internal reference possibly with input from students | Academic advising role (or similar student supporting role) carried out in an outstanding way, support for academic advisors | Evidence of excellent student satisfaction with advising role through questionnaire (where used to assess academic advising); internal reference possibly with input from students |
| Support for peer mentoring, PASS schemes etc | Support for ongoing activity | Internal reference; student evaluation | Role in developing new activity | Internal reference; student evaluation; evidence of impact of new development |
| Support for other student activity | Support for existing student society, student conference etc | Internal reference; student evaluation | Role in setting up existing student society, student conference etc | Internal reference; student evaluation; evidence of impact of new development |
| Requests to present on delivery of student support | Within the University | Details of event and contribution | Repeated requests within the University or external request | Details of event and contribution |</p>
<table>
<thead>
<tr>
<th>Development at course unit level</th>
<th>Course unit development and renewal (including content and methodologies for teaching and assessment)</th>
<th>Revision to improve course units (e.g. renewing content; revising assessment; renewing online provision; reacting to changes in accrediting bodies or student cohort)</th>
<th>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)</th>
<th>Development of new course units to strengthen a programme or major revision to existing course unit (introducing new assessment, drastically improving online provision etc)</th>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Integrating discipline-specific research with teaching and learning consistent with programme aims</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></td>
<td>Sustainable innovation at course-unit 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></td>
<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></td>
<td>Awards or prizes for course-unit 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>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>
<td>Internal reference; external programme examiner’s comments; other evidence of impact on the programme or on colleagues</td>
</tr>
<tr>
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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>
<td></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>
<td></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>
<td></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>
<td></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>
<td></td>
</tr>
</tbody>
</table>
### Broader contribution to the development of teaching and learning within University of Manchester beyond the immediate organisational context

<table>
<thead>
<tr>
<th><strong>Management of cross-school teaching programmes</strong></th>
<th><strong>Involvement in the management of cross-school teaching programmes.</strong></th>
<th><strong>Internal reference</strong></th>
<th><strong>Leadership in the management of cross-school teaching programmes</strong></th>
<th><strong>Internal reference; external programme examiner’s comments; other evidence of impact on the programme or on colleagues</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Development of teaching and learning policies at faculty or university levels</strong></td>
<td><strong>Involvement in the development of teaching and learning policies at faculty or University level.</strong></td>
<td><strong>Internal reference informed by views of T&amp;L Director in School; other evidence of impact of policies</strong></td>
<td><strong>Leadership in the development of teaching and learning policies at faculty or university level</strong></td>
<td><strong>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</strong></td>
</tr>
<tr>
<td><strong>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</strong></td>
<td><strong>Role of mentor or coach of other staff; involvement in the provision of staff development in teaching and learning.</strong></td>
<td><strong>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</strong></td>
<td><strong>Leadership in staff development in teaching and learning within the University</strong></td>
<td><strong>Internal reference informed by views of relevant staff outside the School where appropriate; evaluations by participants in development opportunities</strong></td>
</tr>
<tr>
<td><strong>University-internal teaching grants</strong></td>
<td><strong>Occasional award</strong></td>
<td><strong>Details of grant and evidence of outcome</strong></td>
<td><strong>Sustained record of award of grants</strong></td>
<td><strong>Details of grants and evidence of outcomes</strong></td>
</tr>
<tr>
<td><strong>Awards or prizes for teaching and learning relating to activity above school level</strong></td>
<td><strong>University-internal award</strong></td>
<td><strong>Details of awards</strong></td>
<td><strong>Repeated university-internal award or University-external award</strong></td>
<td><strong>Details of award</strong></td>
</tr>
</tbody>
</table>

### Contribution to teaching and learning outside the University of Manchester

<table>
<thead>
<tr>
<th><strong>Publication of teaching materials or text books</strong></th>
<th><strong>Teaching material or contribution to text book</strong></th>
<th><strong>Standard data and evidence of impact of use within the University</strong></th>
<th><strong>Text book</strong></th>
<th><strong>Standard data and evidence of impact of use within the University; evidence of use outside the University</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Influencing the teaching of others externally to the university</strong></td>
<td><strong>Occasional dissemination of teaching practice through traditional means or open</strong></td>
<td><strong>List of outputs and/or invitations received, where available evidence of evaluations</strong></td>
<td><strong>Sustained record of dissemination of teaching practice through traditional means or open</strong></td>
<td><strong>List of outputs and/or invitations received, where available evidence of evaluations</strong></td>
</tr>
<tr>
<td>Category</td>
<td>Active involvement in professional bodies to develop discipline-specific national curricula</td>
<td>Involvement in the delivery of executive education, CPD or training and development to other professional bodies</td>
<td>Invitations to deliver teaching to other institutions</td>
<td>Invitations to be external programme examiner</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------</td>
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<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Description</td>
<td>Occasional involvement in educational activity within bodies such as Bar Council, Royal Society or other discipline-specific organisations or contributions to HEA events</td>
<td>Internal reference informed by those involved in managing the activity; external reference</td>
<td>Internal reference informed by information from those involved in leading the activity; external reference; evidence of quality and impact when available</td>
<td>Internal reference informed by information from staff at other University; external reference</td>
</tr>
<tr>
<td>Evidence</td>
<td>Evidence of such contribution through internal reference with input from representatives of the external body; external referee</td>
<td>Internal reference informed by those involved in managing the activity; external reference</td>
<td>Regular invitations or visiting appointments for the purposes of teaching and learning</td>
<td>Internal reference informed by information from those involved in leading the activity; external reference; evidence of quality and impact when available</td>
</tr>
<tr>
<td>Education</td>
<td>Sustained involvement in educational activity within bodies such as Bar Council, Royal Society or other discipline-specific organisations or contributions to HEA events</td>
<td>Sustained involvement and leadership in design and delivery of training and development</td>
<td>Sustained involvement and leadership in design and delivery of training and development</td>
<td>Internal reference informed by information from those involved in leading the activity; external reference; evidence of quality and impact when available</td>
</tr>
<tr>
<td>External</td>
<td>Evidence of such contribution and its impact through internal reference with input from representatives of the external body; external referee</td>
<td>Internal reference informed by those involved in managing the activity; external reference; other evidence of impact of activity</td>
<td>Internal reference informed by information from those involved in leading the activity; external reference; evidence of quality and impact when available</td>
<td>Internal reference informed by information from those involved in leading the activity; external reference; evidence of quality and impact when available</td>
</tr>
</tbody>
</table>

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.
Guidance Notes Criteria for Academic Promotions

<table>
<thead>
<tr>
<th>Award of external grants for teaching and learning</th>
<th>Occasional award, smaller award</th>
<th>Details of grant and evidence of outcome</th>
<th>Sustained record of award of grants, larger grant</th>
<th>Details of grants and evidence of outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Published pedagogical research²</td>
<td>Occasional publication</td>
<td>Publication details</td>
<td>Record of publications</td>
<td>Publication details</td>
</tr>
</tbody>
</table>

### Personal and professional development

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

² 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.
| student related activity |  |  |  |