

Guidance for presentation of a Curriculum Vitae for Candidates for Promotion in FBMH

Familiarise yourself with the University of Manchester [promotions criteria \(published October 2024\)](#) and [associated guidance \(in Appendix A\)](#). When selecting a promotion track you should ensure that this is in line with your contract of employment. If you have any queries about this - please discuss this with your Head of Division in the first instance.

General Information:

- Throughout the CV, provide details in chronological order (most recent first), highlighting achievements since last promotion (as appropriate).
- CVs should typically aim to be around 15 sides of A4, **and no longer than 20 sides**, using Arial font (size 11), with 2cm margins.
- Information should be provided within the CV page limit (any appendices will be disregarded by promotion committees).
- The headings and subheading provided on the CV proforma are mapped to the five areas of activity recognised in promotions criteria: Teaching, Learning and Student Support; Scholarship; Research, Service and Leadership; Innovation, Knowledge Exchange and External Engagement (**note that evidence required varies by promotion track and level of promotion – refer to guidance**).
- You may choose to demonstrate either Service and Leadership, or Knowledge Exchange and External Engagement, or both areas of activity (**refer to guidance**).
- If you are not including information under a particular heading, please indicate with either a “not-applicable”, or omit.
- If you gathered lengthy or multiple testimonials (e.g. from students, peer-review of teaching, or colleagues) – you could consider passing these to your line manager to support and inform their Senior Colleague statement - and use shortened versions in your CV to evidence your contributions, to keep CV as succinct as possible.
- Reach, value and impact” are used as a starting point for considering evidence. The candidate guidance document contains many suggestions about ways you can evidence this in each of the Promotions Criteria.
- **You could consider including a brief contextual narrative paragraph at start of each section to provide background, highlight your contributions and achievements.**

A. Personal Record

B. Teaching, Learning and Student Support *(All staff whose case involves Teaching and Student related activity)*

Detail the **reach, value and impact** in relation to both undergraduate and postgraduate teaching, learning *and* student support activities.

- All staff whose case involves Teaching and Student related activity must demonstrate how they meet points 1-7 of the University's Statement of Teaching Expectations. Therefore, these points are included on the CV Proforma as subheadings:

- Teaching
- Learning Materials
- Assessment and Feedback
- Academic Advising
- Student Supervision
- Student Support
- Student experience

8. Other indicators of teaching-related academic esteem and activities

- Complete the summary table for teaching contributions, roles in unit, unit survey scores and response rates over last three years (*as appropriate, and when feedback scores are available*). Add more rows as required.
- Include brief, qualitative feedback from students or peer review of your teaching (if available).
- [Refer to Candidate Guidelines for information \(page 7-8, and links within\) and examples of evidence](#)

Teaching contribution and Unit Survey scores:

Course code and title, your role(s) and teaching delivered	Typical number of students	Unit survey scores ¹			Response rate (%)		
		22/23	23/24	24/25	22/23	23/24	24/25
e.g BIOL12345: Unit Coordinator and Lecturer (6 x 1hr) and workshop lead (2 x 3hr)	100	4.5	4.6	4.7	10%	12%	25%

¹ You may want to present 'range of scores' - colleagues can either present the mean plus the standard deviation or present the data as a bar chart (as presented in the Unit Survey reports). Our intention here is to get an overview of the distribution of scores on a module and to

minimise the impact of, for example, a few exceptionally low scores that disproportionately affect the mean etc.

Note - Promotions Committees use Unit Survey scores with caution, being mindful of the low response rates and concerns about bias. Promotion applicants should be reassured that promotion committees will not make judgements on the merits of cases based solely on Unit Survey outcomes)

C. **Scholarship.** *(All staff on Teaching and Scholarship track).*

When evidencing scholarship you should detail the **reach, value and impact of your work**. [Refer to Candidate Guidelines for information \(page 9-13, and links within\) and examples of evidence.](#)

- Include evidence-based development, dissemination, adoption and impact of scholarship on teaching materials or methodologies, policy, student support, or similar that positively contributes to an “Outstanding learning and student experience”, Social responsibility and/or EDI

D. **Research.** *(All staff on Teaching and Research/Research Track)*

Detail the **reach, value and impact of your work** [Refer to Candidate Guidelines for more information \(pages 14-16\) and examples of evidence.](#)

1. **Publications/Outputs**

- List publications since last promotion/time in role (as appropriate), providing the links to your ORCID ID - research explorer page for your full publication record.
- Please organise your publications using appropriate sub-headings (books/reviews/papers etc)
- You may include books/articles etc which are noted as accepted / ‘in press’.
- Where you feel this is appropriate, provide information regarding your contribution to co-authored publications.
- Please provide available evidence of the **academic reach, value and impact** of your research, with reference to the Research Excellence Framework 2021 guidelines. This could include citation scores for journal articles collected from Scopus, for books you should list the book review(s) with full bibliographic reference and hyperlink, and you may also wish to include citation data if it is available. Where appropriate for your field you may also wish to include journal rankings or Field Weighted Citation Impact (FWCI) covering the last 5 years on Scopus) / Scival. [Scopus | Abstract and citation database | Elsevier](#) / Scival. (Do not use Google Scholar for this type of supporting information)
- Impact factors will not be used as a measure of quality as there is tremendous across field variation.
- In accordance with the University’s agreed approach to the implementation of the statement of research expectations. **RRE output grades should not be presented in submission of papers for promotion** (i.e. CVs, supporting statements or associated documents). Any applications submitted including this information will be returned for redaction. (see [guidelines, p17](#))
- Promotions Committees will include consideration of disciplinary norms in their assessment.

2. Research Funding

- Please ensure that all your outputs are deposited in the Manchester PURE repository.

Use the table to provide details of funding since last promotion/time in role (as appropriate). Include PURE identification number where possible. Add more rows as required.

Award start and end date	Role (e.g. PI/joint-PI/Co-I/ Researcher Investigator etc you may wish to expand on contributions, credit share, and/or outputs ²)	Project title	Funder and PURE ID (where available)	Amount awarded (and amount attributable to UoM) (you may wish to include the FEC value)

² e.g. you may choose to detail your contributions or highlight outputs (e.g. cross-reference to publication list or doi).

3. Supervision and Assessment of postgraduate research students.

Complete the table to list full details of current and past students (PGR) including start and award/expected submission date, degree type, funding source and any other relevant information. Add more rows as required.

Start date (FT/PT)	Role (Lead/Co-supervisor)	Degree	Student name	Funder	Expected submission date, or completion date	Any other information (e.g. success measures, awards; follow on grants)

Excellent postgraduate research supervision, continued professional development, advisor and examiner roles etc, may be demonstrated by an evidence-based narrative. [Please also refer to Guidance \(page 16\) for additional information](#) regarding aspects of Doctoral supervision and assessment.

- Positive Recognition and reputation in relevant national and/or international research communities** [Please refer to Guidance \(page 16\) for additional information](#)
- Other indicators of research-related academic esteem not covered above.** (e.g. Research ethics and integrity, Professional accountability, Positive Research Culture and Environment; Research Leadership; Research Collaborations (*note – you may choose to*

present these here or later in the Service and Leadership section) [Please refer to Guidance \(page 16, and 20-21\) for additional information](#)

E. Service and Leadership*

[Refer to Candidate Guidelines \(page 18-20\) for information and examples of evidence](#)

1. **Roles:** Examples or evidence of how your contribution in this role(s), in terms of **reach, value and impact**, has led to improvements in the particular activity for which you have been responsible (e.g. introducing innovations and reforms where appropriate to secure efficiency gains, support internationalisation agenda, enhanced student experience, improved working conditions for colleagues etc), or helped secure the objectives of the committee/working group.
2. **Collegiality:** Examples or evidence of how you make a positive difference by supporting colleagues and/or students to create, sustain or enhance a positive and inclusive environment (consider reach, value, and impact).

F. Innovation, Knowledge Exchange and External Engagement*

As indicated by the breadth of criteria - Innovation, Knowledge Exchange and External Engagement should be seen in its broadest sense. The activity must include non-academic audiences or users, and it includes cases of impact as defined by REF, but is by no means limited to this, e.g., this can include public and civic engagement, business engagement, internationalisation, and policy impact. **The activity must be linked to the applicant's role within the University but need not be linked to their research or scholarship.**

Criterion (note that this varies depending on level of promotion): Consider **reach, value and impact** of your activities and how this work has impacted on policy and practices outside the academic community. [Refer to Candidate Guidelines \(page 23-25\) for information and examples of evidence](#)

1. Participation in advisory committees or professional or practice-based forums
2. Knowledge creation and transfer in partnership with industry, government, NGOs, learned societies or professional bodies
3. Internal and/or external activity in support of the University's social responsibility goals
4. Activity that enhances public understanding of, and engagement with, knowledge and scholarship, or that contributes to a well-informed public debate
5. Influence on professional practice or on policy
6. Creation, development and exploitation of intellectual property, including open access material

**Note: For each route, an applicant can choose to include in their case either Service and Leadership or Knowledge Exchange and External Engagement, or both areas of activity – (for more information – please see [guidance](#) page 6)*