

**THE UNIVERSITY OF MANCHESTER**

**ACADEMIC ROLE PROFILES**

**RESEARCH**

## ROLE PROFILES: RESEARCH

### Research- Level 5

Roles at this level are generally concerned with supporting a clear and established research programme. Tasks are likely to be clearly prescribed, but require specialist subject/discipline skills.

*The following describes the type of work that is typically required of staff at this level. It is not expected that anyone carries out all the activities mentioned below and some may carry out additional duties.*

#### Teaching and Learning Support

- Assist in the supervision of student projects.
- Could be expected to contribute to introductory courses, for example on the use of research methods and equipment.

#### Research and Scholarship

- Undertake basic research for example by preparing, setting up, conducting and recording the outcome of experiments and field work, the development of questionnaires and conducting surveys.
- Conduct literature and database searches.
- Continue to update knowledge and develop skills.

#### Communication

- Write up results of own research
- Contribute to the production of research reports and publications.
- Present information on research progress and outcomes to bodies supervising research, e.g. steering groups.
- Prepare papers for steering groups and other bodies.

#### Liaison and Networking

- Liaise with research colleagues and support staff on routine matters.
- Make internal and external contacts to develop knowledge and understanding and form relationships for future collaboration.

#### Managing people

- Provide guidance as required to support staff and any students who may be assisting with the research.

#### Teamwork

- Actively participate as a member of a research team.
- Attend and contribute to relevant meetings.

### **Pastoral care**

- Show consideration to others.

### **Initiative, problem-solving and decision-making**

- Make use of standard research techniques and methods.
- Deal with problems which may affect the achievement of research objectives and deadlines.
- Contribute to decisions affecting the work of the team.
- Analyse and interpret the results of own research and generate original ideas based on outcomes.

### **Planning and managing resources**

- Plan own day-to-day research activity within the framework of the agreed programme.
- Co-ordinate own work with that of others to avoid conflict or duplication of effort.
- Contribute to the planning of research projects.

### **Sensory, physical and emotional demands**

- Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work.
- Carry out tasks that require the learning of certain skills.

### **Work environment**

- Is required to be aware of the risks in the work environment

### **Expertise**

- Degree or equivalent in relevant subject.
- Possess sufficient breadth or depth of specialist knowledge in the discipline and be developing further skills in and knowledge of research methods and techniques.
- May be working towards a PhD or post graduate qualification but usually not required to work at this level.

## Research- Level 6

Roles at this level may represent the early stages of an academic career before the individual progresses to the next level or a specific set of responsibilities within an established research programme. There may be appropriate organising and managing in support of these activities.

***The following describes the type of work that is typically required of staff at this level. It is not expected that an individual will carry out all the activities mentioned below. Some staff may also carry out additional duties. These levels are all cumulative and assume that all activities described in previous levels are included.***

### Teaching and Learning Support

- Be involved in the assessment of student knowledge and supervision of projects.
- Assist in the development of student research skills.

### Research and Scholarship

- Develop research objectives and proposals for own or joint research, with the assistance of a mentor if required.
- Conduct individual and collaborative research projects.
- Write up research work for publication.
- Continually update knowledge and understanding in field or specialism.
- Translate knowledge of advances in the subject area into research activity.

### Communication

- Deal with routine communication using a range of media.
- Communicate complex information, orally, in writing and electronically.
- Preparing proposals and applications to external bodies, e.g. for funding and contractual purposes.
- Communicate material of a specialist or highly technical nature.

### Liaison and Networking

- Liaise with colleagues and students.
- Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.
- Join external networks to share information and identify potential sources of funds.

### Managing People

- Manage own research and administrative activities, with guidance if required.

### Teamwork

- Work with colleagues on joint projects, as required
- Collaborate with academic colleagues on areas of shared research interest.
- Attend and contribute to relevant meetings.

### **Pastoral Care**

- Show consideration to others.

### **Initiative, problem-solving and decision-making**

- Use new research techniques and methods.
- Use initiative and creativity to identify areas for research, develop new research methods and extend the research portfolio.
- Use creativity to analyse and interpret research data and draw conclusions on the outcomes.
- Contribute to collaborative decision making with colleagues in areas of research.

### **Planning and managing resources**

- Use research resources, laboratories and workshops as appropriate.
- Plan and manage own research activity in collaboration with others.

### **Sensory, physical and emotional demands**

- Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work.
- Carry out tasks that require the learning of certain skills.
- Balance with help the competing pressures of research and administrative demands and deadlines.

### **Work Environment**

- Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.

### **Expertise**

- Role-holders at this level will normally have or be about to obtain a relevant PhD and/or in some Schools/Units have an appropriate professional qualification.
- Possess sufficient breadth or depth of specialist knowledge in the discipline and of research methods and techniques to work within established research programmes.
- Ability to contribute to broader management and administrative processes.
- Ability to assess and organise resources
- Understand equal opportunity issues as they may impact on areas of research content.

## Research - Level 7

Roles at this level are held by individuals experienced in research, often after progression from level 2. In some cases, their contribution spans research and administration. The research activity has measurable outcomes and is reflected in a higher level of work/responsibility which may include project management and the contribution to the School/ Unit through administration may be significant.

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### Teaching and Learning Support

- Contribute to the teaching and learning programmes in the School/Unit.
- Supervise postgraduate research students.

### Research and Scholarship

- Develop research objectives, projects and proposals.
- Conduct individual or collaborative research projects.
- Identify sources of funding and contribute to the process of securing funds.
- Extend, transform and apply knowledge acquired from scholarship to research and appropriate external activities.
- Write or contribute to publications or disseminate research findings using other appropriate media.
- Make presentations at conferences or exhibit work in other appropriate events.

### Communication

- Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.

### Liaison and Networking

- Collaborate actively within and outwith the University to complete research projects and advance thinking.
- Participate in and develop external networks, for example to identify sources of funding, generate income, obtain consultancy projects, or build relationships for future activities.

### Managing people

- Mentor colleagues with less experience and advise on personal development.
- Coach and support colleagues in developing their research techniques.
- Depending on the area of work, could be expected to supervise the work of others, for example in research teams or projects.

## **Teamwork**

- Take lead responsibility for a small research project or identified parts of a large project.
- Develop productive working relationships with other members of staff.
- Co-ordinate the work of colleagues to ensure equitable access to resources and facilities.

## **Pastoral Care**

- Deal with standard problems and help colleagues resolve their concerns about progress in research.

## **Initiative, Problem Solving and Decision Making**

- Assess, interpret and evaluate outcomes of research.
- Develop new concepts and ideas to extend intellectual understanding.
- Resolve problems of meeting research objectives and deadlines.
- Develop ideas for generating income and promoting research area.
- Develop ideas for application of research outcomes.
- Decide on research programmes and methodologies, often in collaboration with colleagues and sometimes subject to the approval of the head of the research programme on fundamental issues.

## **Planning and Managing Resources**

- Plan, co-ordinate and implement research programmes.
- Manage the use of research resources and ensure that effective use is made of them.
- Manage or monitor research budgets.
- Help to plan and implement commercial and consultancy activities.
- Plan and manage own consultancy assignments.

## **Sensory, Physical and Emotional Demands**

- Balance the pressures of research and administrative demands and competing deadlines.

## **Work Environment**

- Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.

## **Expertise**

- In addition to level 2 qualifications, a higher academic standing with a growing reputation in research
- Possess sufficient breadth or depth of specialist knowledge in the discipline to develop research programmes and methodologies.
- A sustained publication record, to RAE standards.
- Experience in planning, building a team and delivering results.
- Use a range of delivery techniques to enthuse and engage students.

- Experience of developing research methodologies and devising models, approaches, techniques, critiques and methods.
- Evidence of ability to negotiate contracts independently, or as a leader of a section in major projects, in a chosen field of study to sustain self (and possibly group of colleagues).
- Contribution to a wider range of administrative tasks within the School/Unit e.g. assessment exercises, recruitment, and management of resources.



## Research- Level 8

Roles at this level commonly reflect extensive academic experience, and are likely to be involved in carrying out research at a higher level with a clear record of impact shown, for example in significant research income earned, publications etc. Individuals will make a significant impact on the discipline/school.

***The following describes the type of work that is typically required of staff at this level. It is not expected that an individual will carry out all the activities mentioned below. Some staff may also carry out additional duties. These levels are all cumulative and assume that all activities described in previous levels are included.***

### Teaching and Learning Support

- Supervise the work of post graduate students.
- Could be expected to contribute to teaching programmes.

### Research and Scholarship

- Contribute to the development of research strategies in the School.
- Define research objectives and questions.
- Develop proposals for research projects which will make a significant impact by leading to an increase in knowledge and understanding and the discovery or development of new explanations, insights, concepts or processes.
- Actively seek research funding and secure it as far as it is reasonably possible.
- Act as principal investigator on major research projects.
- Generate new research approaches and identify, adapt, develop and use research methodologies and techniques appropriate to the type of research.
- Review and synthesise the outcomes of research studies.
- Interpret findings obtained from research projects and develop new insights, expanding, refining and testing hypotheses and ideas.
- Contribute generally to the development of thought and practice in the field.

### Communication

- Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.

### Liaison and Networking

- Lead and develop internal networks for example by chairing and participating in University committees.
- Lead and develop external networks for example with other active researchers and leading thinkers in the field.
- Develop links with external contacts such as other educational and research bodies, employers, professional bodies and other providers of funding and research initiatives to foster collaboration and generate income.

## **Managing People**

- Provide academic leadership to those working within research areas by, for example, co-ordinating the work of others to ensure that research projects are delivered effectively and to time or organising the work of a team by agreeing objectives and work plans.
- Contributing to the development of teams and individuals through the appraisal system and providing advice on personal development.
- Could act as line manager (e.g. of research teams).
- Act as a personal mentor to peers and colleagues.

## **Teamwork**

- Lead teams within areas of responsibility.
- Ensure that teams within the School work together.
- Act to resolve conflicts within and between teams.

## **Pastoral Care**

- Responsible for dealing with referred issues for researchers within own project areas.
- Provide first line support for colleagues, referring them to sources of further help if required.

## **Initiative, Problem Solving and Decision Making**

- Resolve problems affecting the delivery of research projects within own area and in accordance with regulations.
- Make decisions regarding the operational aspects of own research programme.
- Contribute to decisions which have an impact on other related programmes.
- Provide advice on issues such as ensuring the adequate balance of research projects, appointment of researchers and other performance matters.
- Spotting opportunities for strategic development of new projects or appropriate areas of activity and contributing to the development of such ideas.

## **Planning and Managing Resources**

- Responsible for the delivery of own research programmes.
- Contribute to the overall management of the School in areas such as budget management and business planning.
- Be involved in School level strategic planning and contribute to wider strategic planning processes in the University.
- Plan and deliver research, consultancy or similar programmes, ensuring that resources are available and required income levels are achieved.
- Contribute to the management of quality, audit and other external assessments e.g. the Research Assessment Exercise.

## **Sensory, Physical and Emotional Demands**

- Like all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand.

### **Work Environment**

- Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.

### **Expertise**

- In addition to level 2/3 qualifications, required to be a nationally recognised authority in the subject area.
- In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.
- Ability to provide effective leadership for groups and activities with substantial impact on finance and other resources and/or the reputation of the University.
- Ability to contribute to a wide range of administrative tasks at a strategic level within the School.

## Research - Level 9

Roles at this level are individually conferred to reflect recognised leadership and substantial and sustained reputation in research in a major discipline. There will also be significant leadership responsibilities on behalf of the School and/or the University, and there will be a significant leadership or management contribution. There will also be a high reputation internationally, based on an extensive track record of innovative research and scholarly activity with a major influence on the discipline; and significant impact shown for example in management and administration of the School.

***The following describes the type of work that is typically required of staff at this level. It is not expected that an individual will carry out all the activities mentioned below. Some staff may also carry out additional duties. These levels are all cumulative and assume that all activities described in previous levels are included.***

### Teaching and Learning Support

- Could be expected to contribute to teaching programmes and the development of the curriculum in own area.

### Research and Scholarship

- Lead the development and implementation of research strategy.
- Lead and co-ordinate research activity in the subject.
- Lead research and collaborative partnerships with other external bodies.
- Lead bids for research, consultancy and other additional funds.
- Make presentations at national and international conferences and similar events.

### Communication

- Be routinely involved in complex and important negotiations internally and with external bodies.

### Liaison and Networking

- Chair committees and participate in University decision making and governance.
- Lead and develop internal and external networks to foster collaboration and share information and ideas and to promote the subject and the University.
- Contribute to the enhancement of research quality and thinking in the field by being involved in quality assurance and other external decision making bodies.
- Promote and market the work of the School in the subject area both nationally and internationally.

## **Managing People**

- Exercise academic leadership for all subject area research activities.
- Act as line manager for matters relating to the employment of staff and ensuring the work is allocated fairly, according to skills and capacity.
- Ensure that staff are suitably qualified to work within their own area.
- Appraise and advise staff on personal and career development plans.

## **Teamwork**

- Develop and communicate a clear vision of the School/Unit's strategic direction.
- Ensure the enactment of University strategic plans.
- Develop team spirit and team coherence and foster inter-disciplinary team working.

## **Pastoral Care**

- Responsible for the initial resolution of all team issues within and outwith standard procedures.
- Overall responsibility for welfare of staff drawing on specialist advice and support as required.
- Ensure that an appropriate framework is developed and used for pastoral care issues.

## **Initiative, Problem-Solving and Decision-Making**

- Determine the final allocation of resources within own area of responsibility.
- Act as the final arbiter in local disputes.
- Be party to strategic decisions at University level.
- Lead the development of new and creative approaches in responding to research and commercial challenges.
- Initiate new and original solutions to problems.
- Provide advice to external bodies.

## **Planning and Managing Resources**

- Take overall responsibility for the organising and deployment of resources within own areas of responsibility.
- Plan and implement research projects and monitor progress to ensure the achievement of financial and research objectives.
- Contribute to University planning and strategic development.

## **Sensory, Physical and Emotional Demands**

- Like all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand.

## **Work Environment**

- Overall responsibility for health and safety in own areas of responsibility.
- Ensure that appropriate risk management processes are operational.

## **Expertise**

- In addition to level 4 qualifications, required to be a leading authority in the subject, with a considerable national or international reputation.
- Possess in depth knowledge of specialism to enable the development of new knowledge, innovation and understanding in the field.
- A thorough understanding of University management systems and the wider higher education environment, including equal opportunities issues.
- Proven ability to lead and motivate experts and manage budgets and other resources, possibly contributing to the University in a wider managerial role.