

# EDUCATION & RESEARCH PATHWAY (EDUCATION) - PROFILES

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## About the Profiles

- There are profiles for Lecturer, Senior Lecturer, Associate Professor and Professor
- Each profile is broken down into 4 areas of activity:
  - Education
  - Research
  - Innovation, Engagement & Enterprise
  - Collegiality, Leadership, Management & Service
- Every area of activity has a descriptor of the expected level of performance
- Each area of activity is further broken down into several domains
- Each domain contains non-exhaustive lists of examples of the types of activity expected at each level
- Attainment is incremental from Lecturer to Professor
- Achievement is assessed against criteria that are indicative and flexible rather than prescriptive
- The criteria should be applied wholistically to assess overall career trajectory

## Lecturer – Education and Research (Education)

Descriptor	Domains	Examples
<p><b>EDUCATION</b> Able to design, deliver, evaluate and assess teaching, to engage effectively with students and collaborate with colleagues to inform the enhancement of own and others' teaching practices.</p>	<p><b>Knowledge and Professional Values</b> Engagement in continuing professional development and its application to the enhancement of educational practice and your trajectory as an educator</p>	<ul style="list-style-type: none"> <li>• Evidence of personal engagement in the scholarship of learning and teaching, and a commitment to Continuing Professional Learning, for example through PG Cert Higher Education teaching, Advance HE fellowship or equivalent professional body (e.g. Association of Medical Educators)</li> <li>• Actively engaging in developing and reviewing learning and teaching provision based on subject core knowledge, benchmarks and recent advances and using this to enhance student outcomes</li> <li>• Enhancing practice by acting upon feedback for example from the peer observation process</li> </ul>
	<p><b>Curriculum development, learning environment</b> Activities leading to demonstrable enhancements to curriculum, improvements to the learning environment or creating activities that develop individuals and diverse groups of learners</p>	<ul style="list-style-type: none"> <li>• Continuous enhancement of teaching which promotes student knowledge and skill development</li> <li>• Understanding the uses of digital and/or other teaching technologies and resources for learning at module level</li> <li>• Creating an inclusive learning environment at module level with evidence of impact</li> <li>• Working in partnership with students including responding to student feedback with evidence of impact on modules and programmes</li> </ul>
	<p><b>Learner support, community and impact</b> Examples of enhancements to learner support, developing learner communities and which improve student belonging with evidence of impact</p>	<ul style="list-style-type: none"> <li>• Proactive engagement with personal tutoring with positive feedback from a diverse range of personal tutees</li> <li>• Positive student feedback, sound peer review/ evaluation of teaching and assessment outcomes, peer observation outcomes</li> <li>• Providing feedback aimed at improving student learning</li> <li>• Development of activities which foster an inclusive community and belonging</li> </ul>
	<p><b>Influence on wider academic/learner communities</b> Evidence of positive influence on colleagues and the wider academic community to improve the educational experience of students</p>	<ul style="list-style-type: none"> <li>• Evidence of contributing to the teaching development of colleagues within a subject or school with evidence of its impact on teaching</li> <li>• Evidence of supporting colleagues e.g. through the peer observation process</li> <li>• Evidence of collaborative working in education, for example to review teaching approaches or module/programme curricula</li> <li>• Seeking opportunities for disseminating good practice to others with evidence of positive impact</li> </ul>

Descriptor	Domains	Examples
<b>RESEARCH</b> Demonstrable capacity for progressing the field through ideas and knowledge	<b>Contribution to the generation of knowledge</b> Demonstrable contributions to the generation of knowledge and ideas, how these have been communicated and any funding or awards that recognise this activity	<ul style="list-style-type: none"> <li>• Completed research which has been/has the potential for publication or dissemination</li> <li>• Contributing to the development of bids for research funding or other acquisition of resources required to complete research</li> </ul>
	<b>Contribution to the development of individuals</b> Highlighting how expertise has been provided to teams, individual researchers and the wider academic community to support their advancement	<ul style="list-style-type: none"> <li>• Contributing to the effective and empathetic supervision of diverse research students and/or other research staff; commenting on research student completion rates</li> <li>• Actively promoting and valuing equality and diversity, acting as a role model and fostering an inclusive research culture</li> <li>• Reviewing research drafts for students and colleagues</li> </ul>
	<b>Contribution to the wider research and innovation community</b> Progressing the wider community through collaborative research networks and appointments of responsibility	<ul style="list-style-type: none"> <li>• Building networks of contacts in the field and/or relevant stakeholder communities</li> <li>• Organising local seminar series</li> <li>• Participating in local and collaborative networks</li> <li>• Participating in internal working groups</li> </ul>
	<b>Contribution to broader society</b> Exchanging knowledge with relevant stakeholders and with demonstrable impact	<ul style="list-style-type: none"> <li>• Assisting with Public Engagement with research</li> <li>• Developing productive engagement and knowledge exchange with other sectors</li> </ul>

Descriptor	Domain	Examples
<b>INNOVATION, ENGAGEMENT AND ENTERPRISE</b> Contributions in innovation, engagement or enterprise	<b>Outcomes and Impact</b> Delivering demonstrable outcomes and impact adding value through ideation and/or translation of ideas, methods, products, services or solutions for example to business, government, health and wellbeing, the environment, society, cultural life internally and externally with impact.	<ul style="list-style-type: none"> <li>Contributing to externally recognised data-based measures (e.g. HEBCI, QS Ranking, NSS) and follow on endeavours (e.g. change of policy, change to the health of society).</li> <li>Delivering innovative, collaborative, enterprising activities that benefit the University (e.g. financial or reputational) working with individuals, communities or networks.</li> </ul>
	<b>Projects and Activities</b> Designing, planning, managing and successfully delivering innovative project activities, including securing required internal and external resources from sponsors to underpin projects and the activities.	<ul style="list-style-type: none"> <li>Contributing to a project from inception to delivery and successful completion.</li> <li>Attracting funding or resourcing from internal and external partners to carry out a project.</li> </ul>
	<b>Communication and Partnerships</b> Delivering and engaging in internal and external impactful communication with reach. Identifying and developing meaningful partnerships with external stakeholders leading to impact.	<ul style="list-style-type: none"> <li>Contributing to innovative partnerships that add value to the University</li> <li>Developing engagement through publications, conferences, or media</li> <li>Engaging with employers relevant to the discipline e.g. for year in industry, summer placements leading to outputs.</li> </ul>

Descriptor	Domain	Examples
<b>COLLEGIALITY, LEADERSHIP, MANAGEMENT and SERVICE</b> Able satisfactorily to contribute across a variety of administrative roles relating to academic activity	<b>Collegiality/Service</b> Provide reflective examples of how you have demonstrated sustained citizenship and <b>participated</b> consistently your period of appointment. Please provide evidence of impact appropriate to the level.	<ul style="list-style-type: none"> <li>• An active contributor of a Department / School or cross-cutting theme (e.g. EDI, AI, employability, internationalisation, student experience, Welsh Language) activities, committees or working groups.</li> <li>• Contributing to Department / School development initiatives which might be research, teaching or student support related.</li> <li>• Take an active role in subject area home and international student recruitment activities.</li> <li>• Peer reviewing research outputs / grant applications</li> <li>• Contributing to the organisation of a conference or seminar series (e.g. discipline / School).</li> </ul>
	<b>Developing, Mentoring and Managing Others</b> Management and development of others which may include mentoring, line management, or management of groups and units	<ul style="list-style-type: none"> <li>• Formal or informal mentoring for a diverse group of colleagues / teaching assistants, paying attention to EDI principles.</li> <li>• Relevant training and experience that will lead to an ability to line manage a number of colleagues, recognising the specific needs of individuals from underrepresented groups</li> <li>• Upskilling colleagues</li> </ul>
	<b>Leading in the University</b> Participation and leadership internal to the University that may be around a particular portfolio or responsibility for whole areas of activity	<ul style="list-style-type: none"> <li>• Influencing the formulation of subject area or departmental decisions and activities.</li> <li>• Influencing a subject area development initiative which might be research, teaching or student support related.</li> <li>• Taking an active role in a subject area research group/centre/institute</li> <li>• Taking on responsibility and delivering a subject level administrative role (e.g. Exams Co-ordinator, Module Co-ordinator, AI officer, Admissions officer, Welsh Language Officer)</li> <li>• Share teaching or research best practice at a relevant meeting / committee / conference (providing CPD to others)</li> <li>• Participating in trade union activities (ensuring you demonstrate impact on partnership working and how you support colleagues and initiatives to improve the running of the university)</li> </ul>

## Senior Lecturer – Education and Research (Education)

Descriptor	Domains	Examples
<p><b>EDUCATION</b> Able to design, deliver, evaluate and assess teaching to a good standard, engage effectively with students and collaborate with colleagues to inform the enhancement of own and others' teaching practices.</p>	<p><b>Knowledge and Professional Values</b> Engagement in continuing professional development and its application to the enhancement of educational practice and your trajectory as an educator</p>	<ul style="list-style-type: none"> <li>Evidence of personal engagement in the scholarship of learning &amp; teaching and to Continuing Professional Learning for example through AdvanceHE fellowship or equivalent e.g. the AOME (Medical Educators Recognition)</li> <li>Evidence of reflective engagement in CPD activities, such as attendance at workshops or conferences (both internally and externally) which have led to an enhancement in teaching practice at departmental level</li> <li>Enhancing practice by acting upon feedback for example from the peer observation process</li> </ul>
	<p><b>Curriculum development and learning environment</b> Activities leading to demonstrable enhancements to curriculum, improvements to the learning environment or creating activities that develop individuals and diverse groups of learners</p>	<ul style="list-style-type: none"> <li>Design and delivery of teaching and assessment which promotes student skill development at programme level</li> <li>Enhancement in the use of digital and/or other teaching technologies and resources for learning at programme level with evidence of impact</li> <li>Evidence of programme leadership in curriculum (re)design leading to successful outcomes</li> <li>Creating an inclusive learning environment at module level at programme level</li> <li>Working in partnership with students to ensure diverse student voices are embedded within curriculum development at programme level</li> </ul>
	<p><b>Learner support, community and impact</b> Examples of enhancements to learner support, developing learner communities and which improve student belonging with evidence of impact</p>	<ul style="list-style-type: none"> <li>Reflective engagement with personal tutoring with positive feedback from a diverse range of personal tutees</li> <li>Delivering feedback for effective learning, with evidence of positive impact</li> <li>Successful and sustained implementation of positive changes and innovations, policies and practices that support the whole student experience</li> <li>Development and evaluation of activities which create an inclusive community and belonging at department or School level</li> </ul>
	<p><b>Influence on wider academic/learner communities</b> Evidence of positive influence on colleagues and the wider academic community to improve the educational experience of students</p>	<ul style="list-style-type: none"> <li>Participation in institutional or external education projects or programmes with evidence of impact</li> <li>Evidence of mentoring colleagues e.g. through the peer observation process, or Fellowship application</li> <li>Disseminating good practice to others with evidence of positive impact, e.g. delivering papers at workshops, conferences or via blog posts.</li> <li>Evidence of application for and successfully securing internal or external funding for learning and teaching projects</li> </ul>

Descriptor	Domains	Examples
RESEARCH Demonstrated ability to undertake and disseminate or publish original, high quality, research which makes a significant contribution to the field	<b>Contribution to the generation of knowledge</b> Demonstrable contributions to the generation of knowledge and ideas, how these have been communicated and any funding or awards that recognise this activity	<ul style="list-style-type: none"> <li>• Publication of original, peer-reviewed outputs<sup>1</sup> appropriate to the discipline</li> <li>• Adopting open research practices in support of research reproducibility and in line with disciplinary norms</li> <li>• Development of bids for funding required to complete research, either independently or as part of a team, or other acquisition of necessary resources appropriate to the field</li> </ul>
	<b>Contribution to the development of individuals</b> Highlighting how expertise has been provided to teams, individual researchers and the wider academic community to support their advancement	<ul style="list-style-type: none"> <li>• Involvement in effective and empathetic supervision of research students and/or other research staff</li> <li>• Actively promoting and valuing equality and diversity, acting as a role model and fostering an inclusive research culture</li> </ul>
	<b>Contribution to the wider research and innovation community</b> Progressing the wider community through collaborative research networks and appointments of responsibility	<ul style="list-style-type: none"> <li>• Participation/presentation at conferences and/or network meetings</li> <li>• Participating in collaborative projects</li> <li>• Participating in national collaborations</li> <li>• Appointments to positions of responsibility such as committee membership and roles within your department, school, faculty or university or by external invitation</li> </ul>
	<b>Contribution to broader society</b> Exchanging knowledge with relevant stakeholders and with demonstrable impact	<ul style="list-style-type: none"> <li>• Supporting Public Engagement with Research</li> <li>• Contribution to impact from research</li> <li>• Established knowledge exchange links e.g. with industry, government, professional and/or funding bodies</li> </ul>

<sup>1</sup> Monographs and books, contributions to edited volumes, scholarly editions, catalogues, major research databases, software, commercial, entrepreneurial or industrial products, clinical practice developments, educational products, policy publications, evidence synthesis pieces and outputs in media)

Descriptor	Domain	Examples
<b>INNOVATION, ENGAGEMENT AND ENTERPRISE</b> Significant, impactful and growing contributions in innovation, engagement or enterprise	<b>Outcomes and Impact</b> Delivering demonstrable outcomes and impact adding value through ideation and/or translation of ideas, methods, products, services or solutions for example to business, government, health and wellbeing, the environment, society, cultural life internally and externally with impact	<ul style="list-style-type: none"> <li>Contributing significantly to externally recognised data-based measures (e.g. HEBCI, QS Ranking, NSS) and follow on endeavours (e.g. change of policy, change to the health of society)</li> <li>Developing and/or delivering external agreements (e.g. TNE) demonstrating positive outcomes and impact of successful engagement</li> <li>Delivering innovative, significant and growing collaborative enterprising activities that benefit the University (e.g. financial or reputational) working with individuals, communities or networks</li> </ul>
	<b>Projects and Activities</b> Designing, planning, managing and successfully delivering innovative project activities, including securing required internal and external resources from sponsors to underpin projects and the activities	<ul style="list-style-type: none"> <li>Leading a project or programme from inception to delivery and successful completion.</li> <li>Growing funding or resourcing from internal and external partners to carry out a project, consultancy or programme of work</li> <li>Enabling collaboration with a diverse population of colleagues resulting in growing collaborative income</li> <li>Exploiting intellectual property and knowledge for the benefit of society and / or the economy</li> </ul>
	<b>Communication and Partnerships</b> Delivering and engaging in internal and external impactful communication with reach. Identifying and developing meaningful partnerships with external stakeholders leading to impact	<ul style="list-style-type: none"> <li>Developing new, innovative, significant partnerships from initiation to delivery and maintaining existing partnerships that add value to the University, e.g. doctoral training centres, partnerships (academic or non-academic), activities, conferences, open access software tools with external stakeholders, e.g. with community groups, charities, schools, government, industry or health boards</li> <li>Growing and innovative engagement through publications, conferences, or media with reach.</li> <li>Engaging with employers relevant to the discipline e.g. for year in industry, summer placements</li> </ul>



Descriptor	Domain	Examples
<b>COLLEGIALITY, LEADERSHIP, MANAGEMENT and SERVICE</b> Able satisfactorily to contribute across a variety of administrative roles relating to academic activity	<b>Collegiality/Service</b> Provide reflective examples of how you have demonstrated sustained citizenship and <b>participated</b> consistently your period of appointment. Please provide evidence of impact appropriate to the level	<ul style="list-style-type: none"> <li>• An active contributor of a Department / School or cross-cutting theme (eg EDI, AI, ethics, employability, internationalisation, student experience, Welsh Language) activities, committees or working groups</li> <li>• Contributing to Department / School development initiatives which might be research, teaching or student support related</li> <li>• Take an active role in subject area home and international student recruitment activities</li> <li>• Peer reviewing research outputs / grant applications</li> <li>• Contributing to the organisation of a conference or seminar series (eg discipline / School)</li> <li>• Working with colleagues to ensure activities are aligned to the University and Faculty Research strategy for outputs and activity</li> <li>• Supporting on the delivery of a major grant or project, with demonstrable outcomes</li> </ul>
	<b>Developing, Mentoring and Managing Others</b> Management and development of others which may include mentoring, line management, or management of groups and units	<ul style="list-style-type: none"> <li>• Acting as a formal mentor or buddy for others (colleagues, teaching assistants)</li> <li>• Acting as an informal mentor or buddy for others (eg colleagues, teaching assistants)</li> <li>• Upskilling colleagues</li> </ul>
	<b>Leading in the University</b> Participation and leadership internal to the University that may be around a particular portfolio or responsibility for whole areas of activity	<ul style="list-style-type: none"> <li>• Influencing the formulation of subject area or departmental decisions and activities</li> <li>• Influencing a subject area development initiative which might be research, teaching or student support related</li> <li>• Taking an active role in a subject area research group/centre/institute</li> <li>• Taking on responsibility and delivering a subject level administrative role (eg Exams Co-ordinator, Module Co-ordinator, AI officer, Admissions officer, Welsh Language Officer)</li> <li>• Share teaching or research best practice at a relevant meeting / committee / conference (providing CPD to others)</li> </ul> Participating in trade union activities (ensuring you demonstrate impact on partnership working and how you support colleagues and initiatives to improve the running of the university)

## Associate Professor – Education and Research (Education)

Descriptor	Domains	Examples
<p><b>EDUCATION</b> Designs, delivers, evaluates and assesses teaching to a high standard, engages effectively with students and collaborate with colleagues to enhance teaching or the engagement of students, the development of educational practice of colleagues, local policy and/or guidance development, or change in educational practice.</p>	<p><b>Knowledge and Professional Values</b> Engagement in continuing professional development and its application to the enhancement of educational practice and your trajectory as an educator</p>	<ul style="list-style-type: none"> <li>Evidence of continuing personal engagement in the scholarship of learning &amp; teaching and to Continuing Professional Learning for example through AdvanceHE Senior fellowship or equivalent e.g. the AOME (Medical Educators Recognition).</li> <li>Engaging with current scholarship, research or professional learning to enhance practice at School or Faculty level</li> <li>Leading and developing CPD activities, such as peer review, workshops, professional development courses that have led to enhanced practice at School or Faculty Level</li> </ul>
	<p><b>Curriculum development and learning environment</b> Activities leading to demonstrable enhancements to curriculum, improvements to the learning environment or creating activities that develop individuals and diverse groups of learners</p>	<ul style="list-style-type: none"> <li>Leadership in design and delivery of teaching and assessment which enhances student skill development at School level</li> <li>Enhancement in the use of digital and/or other teaching technologies and resources for learning at School level with evidence of impact</li> <li>Overseeing new programme and curriculum development and quality teaching processes across and within cohorts, to adhere to current University policy, professional body, market and strategic requirements</li> <li>Leading the development of appropriate, effective and inclusive learning environments and curricula at School or Faculty level</li> <li>Working in partnership with diverse populations of students, ensure the student voice is embedded within policies and practices at School or Faculty level</li> </ul>
	<p><b>Learner support, community and impact</b> Examples of enhancements to learner support, developing learner communities and which improve student belonging with evidence of impact</p>	<ul style="list-style-type: none"> <li>Enhancement of personal tutoring that supports students with diverse experiences</li> <li>Successful and sustained implementation of positive changes and innovations, policies and practices that have led to improvements in key teaching performance indicators such as Student Experience, retention and progression, , inclusivity, widening participation, wellbeing, employability and Graduate Outcomes across the programme</li> <li>Leadership in the development and evaluation of activities which develop community and belonging for students from all backgrounds at School or Faculty level</li> </ul>
	<p><b>Influence on wider academic/learner communities</b> Evidence of positive influence on colleagues and the wider academic community to improve the educational experience of students</p>	<ul style="list-style-type: none"> <li>Evidence of sustained mentoring of colleagues from diverse groups to develop their teaching careers</li> <li>Presentation at a subject or education practice conference, which has led to an enhancement in teaching practice and student outcomes</li> <li>Engaging in external opportunities for disseminating good practice to others across the sector with evidence of positive impact, e.g. leading workshops, writing reports, contributing blog posts.</li> <li>Evidence of successfully securing funding for impactful learning and teaching projects</li> </ul>

Descriptor	Domains	Examples
<b>RESEARCH</b> Building an international <sup>2</sup> reputation influencing the field through the distinction of their research	<b>Contribution to the generation of knowledge</b> Demonstrable contributions to the generation of knowledge and ideas, how these have been communicated and any funding or awards that recognise this activity	<ul style="list-style-type: none"> <li>• Independent, original, significant and rigorous contributions to subject area or body of knowledge</li> <li>• High-quality peer- reviewed portfolio of published original research (publication of monographs and books, peer-reviewed publications, contributions to edited volumes, scholarly editions, catalogues, major research databases and outputs in media appropriate to the discipline</li> <li>• The development of bids for research funding or other acquisition of resources required to complete research</li> <li>• Securing access to a library or special collection, obtaining travel grant</li> </ul>
	<b>Contribution to the development of individuals</b> Highlighting how expertise has been provided to teams, individual researchers and the wider academic community to support their advancement	<ul style="list-style-type: none"> <li>• Involvement in effective and empathetic supervision of research students and/or other research staff; commenting on research student completion rates, with evidence of success from enrolment to completion</li> <li>• Actively promoting and valuing equality and diversity, acting as a role model and fostering an inclusive research culture</li> </ul>
	<b>Contribution to the wider research and innovation community</b> Progressing the wider community through collaborative research networks and appointments of responsibility	<ul style="list-style-type: none"> <li>• Benefitting wider networks of research contacts</li> <li>• participation/presentation at conferences and/or network meetings;</li> <li>• Participating in collaborative research projects</li> <li>• Initiating national collaborations</li> <li>• Appointments to positions of responsibility such as committee membership and roles within your department, school, faculty or university or by external invitation</li> </ul>
	<b>Contribution to broader society</b> Exchanging knowledge with relevant stakeholders and with demonstrable impact	<ul style="list-style-type: none"> <li>• Contributing to research impact through productive engagement with research users and public engagement, securing any resources necessary as appropriate to the discipline</li> </ul>

<sup>2</sup> Please note, you do not have to travel abroad/internationally to achieve/fulfil international requirements. It is recognised that international travel is not possible or feasible for numerous individuals and thus international events/awards etc include those hosted in the UK/attended by international delegates. Evidence of contribution at a level of international recognition/reputation is required (i.e., the work has received international recognition, has impacted internationally, is engaged with internationally).

Descriptor	Domain	Examples
<p><b>INNOVATION, ENGAGEMENT AND ENTERPRISE</b> Recognised leadership through a significant, impactful and growing body of work in innovation, engagement or enterprise</p>	<p><b>Outcomes and Impact</b> Delivering demonstrable outcomes and impact adding value through ideation and/or translation of ideas, methods, products, services or solutions for example to business, government, health and wellbeing, the environment, society, cultural life internally and externally with impact</p>	<ul style="list-style-type: none"> <li>• Leading significant and growing contributions to externally recognised data-based measures (e.g. HEBCI, QS Ranking, NSS) and follow on endeavours (e.g. change of policy, change to the health of society)</li> <li>• Initiating, developing and delivering of substantial external agreements (e.g. TNE) demonstrating positive outcomes and impact of successful engagement</li> <li>• Delivering innovative, highly significant and sustained collaborative enterprising activities that benefit the University (e.g. financial or reputational) working with individuals, communities or networks</li> </ul>
	<p><b>Projects and Activities</b> Designing, planning, managing and successfully delivering innovative project activities, including securing required internal and external resources from sponsors to underpin projects and the activities</p>	<ul style="list-style-type: none"> <li>• Leading a significant project or programme of activities from inception to delivery and successful completion</li> <li>• Attracting substantial and growing funding or resourcing from internal and external partners to carry out a project, consultancy or programme of work</li> <li>• Leading (and supporting colleagues) with innovative, outstanding and growing engagement beyond academia e.g. citizen science, participatory arts, community-based learning, creating platforms to advance public knowledge, commercialisation, spinout, knowledge exchange and social enterprise activities</li> <li>• Planning and successful execution of a significant educational programme (e.g. CTDs, CPD or TNE) to meet external partner needs</li> <li>• Enabling collaboration with a diverse population of colleagues resulting in substantial and growing collaborative income</li> <li>• Exploiting intellectual property and knowledge for the benefit of society and / or the economy</li> </ul>
	<p><b>Communication and Partnerships</b> Delivering and engaging in internal and external impactful communication with reach. Identifying and developing meaningful partnerships with external stakeholders leading to impact.</p>	<ul style="list-style-type: none"> <li>• Developing new, innovative, significant partnerships from initiation to delivery and maintaining existing partnerships that add value to the University, e.g. doctoral training centres, international partnerships (academic or non-academic), transnational education (e.g. TNE) activities, conferences, open access software tools with external stakeholders, e.g. with community groups, charities, schools, government, industry or health boards</li> <li>• Growing impactful and innovative engagement through publications, conferences, or media with reach.</li> <li>• Extensive and growing contributing to committee, special interest group, review panels or network developing local/ regional policy or benchmark standards in external bodies</li> <li>• Driving the recognition by appropriate bodies, for example through awards, prizes, Fellowships, nominations etc.</li> <li>• Growing engagement with employers relevant to the discipline e.g. for year in industry, summer placements leading to outcomes</li> </ul>

Descriptor	Domain	Examples
<p><b>COLLEGIALITY LEADERSHIP, MANAGEMENT and SERVICE</b></p> <p>Track-record of management capability within the School or Department. Demonstrates leadership ability within a wider group or department</p>	<p><b>Collegiality/Service</b> Provide reflective examples of how you have demonstrated sustained citizenship and <b>contributed</b> consistently. Please provide evidence of your impact at the appropriate level</p>	<ul style="list-style-type: none"> <li>• An active contributor of a Department / School or cross-cutting theme (e.g. EDI, AI, ethics, employability, internationalisation, student experience, Welsh Language) activities, committees or working groups</li> <li>• Contributing to Department / School development initiatives which might be research, teaching or student support related</li> <li>• Take an active role in subject area home and international student recruitment activities.</li> <li>• Peer reviewing research outputs / grant applications</li> </ul>
	<p><b>Developing, Mentoring and Managing Others</b> A significant contribution to the management and development of a diverse range of colleagues which may include mentoring, line management, or management of groups and units</p>	<ul style="list-style-type: none"> <li>• Contributing to the organisation of a conference or seminar series (eg discipline / School).</li> <li>• Formal or informal mentoring (including guidance towards successful probation outcomes) of a diverse group of colleagues / teaching assistants</li> <li>• Relevant training and experience that will lead to an ability to line manage a number of colleagues, recognising the specific needs of individuals from underrepresented groups</li> <li>• Maintain professional qualifications and take part in mentoring of internal / external colleagues seeking qualifications.</li> <li>• Acting as a PDR reviewer for colleagues</li> <li>• Track record of acting as an internal and/or external examiner for doctoral students</li> </ul>
	<p><b>Leading in the University</b> Contribution to leadership internal to the University, with significant impact on a particular portfolio or taking responsibility for whole areas of activity</p>	<ul style="list-style-type: none"> <li>• Taking a leadership role in formulating and delivering inclusive Department decisions, strategies and activities.</li> <li>• Influencing the formulation of School policy in relation to strategic activities. Leading a Department / School development initiative which might be research, teaching or student support related</li> <li>• Taking a leading role in a School research group/centre/institute</li> <li>• Taking on responsibility and delivering a department / School level administrative role (eg Exams Co-ordinator, Module Co-ordinator with multiple teaching staff, AI officer, Admissions officer, Welsh Language Officer) and introducing development initiatives</li> <li>• Contributing significantly to trade union activities (ensuring you demonstrate impact on partnership working and how you support colleagues and initiatives to improve the running of the university)</li> </ul>

## Professor – Education and Research (Education)

Descriptor	Domains	Examples
<p><b>EDUCATION</b> Demonstrates leadership in learning and teaching which is of a national standard impacting positively on a wide range of learners</p>	<p><b>Knowledge and Professional Values</b> Engagement in continuing professional development and its application to the enhancement of educational practice and your trajectory as an educator</p>	<ul style="list-style-type: none"> <li>Evidence of sustained personal engagement in the scholarship of learning and teaching, and of Continuing Professional Learning, for example through AdvanceHE Principal Fellowship or equivalent professional body recognition e.g. the AOME (Medical Educators Recognition)</li> <li>Evidence of how engagement with current scholarship, research or professional learning has impacted teaching practice at a strategic level</li> <li>Strategic leadership and development of CPD activities, such as peer review, workshops, professional development courses that have led to enhanced practice</li> </ul>
	<p><b>Curriculum development and learning environment</b> Activities leading to demonstrable enhancements to curriculum, improvements to the learning environment or creating activities that develop individuals and diverse groups of learners</p>	<ul style="list-style-type: none"> <li>Strategic leadership in the advancement of teaching delivery and assessment type which promotes student skill development at Faculty or University</li> <li>Leading strategic development in the use of digital and/or other teaching technologies and resources for learning at University level with evidence of impact</li> <li>Faculty or University strategic oversight of programme and curriculum development and quality teaching processes across and within cohorts, to adhere to current University policy, professional body, market, inclusivity, and strategic requirements</li> <li>Leading the strategic enhancement of inclusive learning environments and curricula across the Faculty or at university level</li> </ul>
	<p><b>Learner support, community and impact</b> Examples of enhancements to learner support, developing learner communities and which improve student belonging with evidence of impact</p>	<ul style="list-style-type: none"> <li>Leading enhancement of academic support at school or faculty level that improves the experience of students from diverse backgrounds</li> <li>Successful implementation of strategies and policies that have to improved student performance within the School/discipline, e.g. in relation to retention, progression, degree outcomes, inclusivity, widening participation, internationalisation, wellbeing, employability and Graduate Outcomes</li> <li>Leading on the implementation of activities that ensure high student satisfaction</li> <li>Leading strategy and policy development that fosters belonging and enables students from all backgrounds to feel supported as part of the wider community at University or sector level Leadership of the development and evaluation of activities which develop community and belonging for students from all backgrounds at School or Faculty level</li> <li>Leadership of the development and evaluation of activities which enhance community and belonging for students from all demographics at Faculty or University level</li> </ul>
	<p><b>Influence on wider academic/learner communities</b></p>	<ul style="list-style-type: none"> <li>External recognition and impact including invitations for keynotes, panel memberships, national governance roles (boards, committees, enquiries, reviews), collaborative project leadership, engagement with HE policy development, expert advisory roles, public engagement, national press and similar;</li> </ul>

	Evidence of positive influence on colleagues and the wider academic community to improve the educational experience of students	<ul style="list-style-type: none"><li>• Internationally recognised scholarly and research publications that influence education, professional practice, governmental policy or other societal impact;</li><li>• Leading activities which develop a culture of continuous good practice within School/Faculty level or externally that improves teaching quality and impact</li><li>• Evidence of successfully securing external funding for impactful learning and teaching projects</li></ul>
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Descriptor	Domains	Examples
<b>RESEARCH</b> Demonstrated ability to undertake and disseminate or publish original, high quality, research which makes a significant contribution to the discipline or to education	<b>Contribution to the generation of knowledge</b> Demonstrable contributions to the generation of knowledge and ideas, how these have been communicated and any funding or awards that recognise this activity	<ul style="list-style-type: none"> <li>• Sustained publication of peer-reviewed original research outputs<sup>1</sup> appropriate to the which make internationally excellent, and increasingly world-leading, contributions to the field through their originality, significance and rigour</li> <li>• Adopting open research practices in support of research reproducibility and in line with disciplinary norms</li> <li>• Research funding, prizes or other acquisition of resources won independently or as part of a team to complete research as appropriate to the knowledge area</li> </ul>
	<b>Contribution to the development of individuals</b> Highlighting how expertise has been provided to teams, individual researchers and the wider academic community to support their advancement	<ul style="list-style-type: none"> <li>• Effective and empathetic supervision of research students and/or other research staff, recognizing diverse experiences and backgrounds</li> <li>• Actively promoting and valuing equality and diversity, acting as a role model and fostering an inclusive research culture</li> </ul>
	<b>Contribution to the wider research and innovation community</b> Progressing the wider community through collaborative research networks and appointments of responsibility	<ul style="list-style-type: none"> <li>• Evidence of benefit from/to wider networks of research contacts</li> <li>• Participation/presentation at conferences and/or network meetings;</li> <li>• Initiating collaborative research projects</li> <li>• Participating in international collaborations</li> <li>• Appointments to positions of responsibility such as committee membership and roles within your department, school, faculty or university or by external invitation</li> </ul>
	<b>Contribution to broader society</b> Exchanging knowledge with relevant stakeholders and with demonstrable impact	<ul style="list-style-type: none"> <li>• Contributing to research impact through productive engagement with research users and public engagement, securing any resources and necessary as appropriate to the discipline</li> </ul>



Descriptor	Domain	Examples
<p><b>INNOVATION, ENGAGEMENT AND ENTERPRISE</b> Recognised, extensive leadership through a highly significant, impactful and sustained body of work in innovation, engagement or enterprise</p>	<p><b>Outcomes and Impact</b> Delivering demonstrable outcomes and impact adding value through ideation and/or translation of ideas, methods, products, services or solutions for example to business, government, health and wellbeing, the environment, society, cultural life internally and externally with impact</p>	<ul style="list-style-type: none"> <li>• Delivering innovative, highly significant and sustained collaborative enterprising activities that benefit the University (e.g. financial or reputational) working with individuals, communities or networks</li> <li>• Leading significant and sustained contributions to externally recognised data-based measures (e.g. HEBCI, QS Ranking, NSS) and follow on endeavours (e.g. change of policy, change to the health of society).</li> <li>• Enabling of and collaborating on delivery of our civic mission</li> <li>• Leading and facilitating development and delivery of significant education or research or innovation based opportunities with diverse groups of collaborators</li> </ul>
	<p><b>Projects and Activities</b> Designing, planning, managing and successfully delivering project activities, including securing required internal and external resources from sponsors to underpin projects and the activities</p>	<ul style="list-style-type: none"> <li>• Leading a highly significant project or programme of activities from inception to delivery and successful completion.</li> <li>• Attracting substantial and sustained funding or resourcing from internal and external partners to carry out a project, consultancy or programme of work.</li> <li>• Leading (and supporting colleagues) with innovative, outstanding and sustained engagement beyond academia e.g. citizen science, participatory arts, community-based learning, creating platforms to advance public knowledge, commercialisation, spinout, knowledge exchange and social enterprise activities</li> <li>• Planning and successfully executing a highly significant and substantial educational programme (e.g. CDTs, CPD or TNE) to meet external partner needs</li> <li>• Leading collaboration with a diverse population of colleagues resulting in substantial and sustained external collaborative income</li> <li>• Producing case studies supported with testimonials (not necessarily in REF format) illustrating how innovation, engagement and enterprise has enhanced quality of life, culture, health, social wellbeing and the economy.</li> <li>• Exploiting intellectual property and knowledge for the benefit of society and / or the economy</li> </ul>
	<p><b>Communication and Partnerships</b> Delivering and engaging in internal and external impactful communication with reach. Identifying and developing meaningful partnerships with external stakeholders leading to impact</p>	<ul style="list-style-type: none"> <li>• Leading development of new, innovative, highly significant partnerships from initiation to delivery and maintaining existing partnerships that add value to the University, e.g. doctoral training centres, international partnerships (academic or non-academic), transnational education (e.g. TNE) activities, conferences, open access software tools with external stakeholders, e.g. with community groups, charities, schools, government, industry or health boards</li> <li>• Engaging in an innovative, sustained and impactful manner through publications, conferences, or media with reach</li> <li>• Driving the recognition by appropriate bodies, for example through awards, prizes, Fellowships, nominations etc.</li> <li>• Leading sustained engagement with employers relevant to the discipline e.g. for year in industry, summer placements leading to significant outcomes</li> </ul>

Descriptor	Domain	Examples
<p><b>COLLEGIALITY, LEADERSHIP MANAGEMENT AND SERVICE</b> Leadership which may be within the University or within a discipline or related academic activity</p>	<p><b>Collegiality/Service</b> Provide reflective examples of how you have demonstrated sustained citizenship and <b>represented</b> your discipline (or beyond) and thereby contributed consistently</p>	<ul style="list-style-type: none"> <li>• A specific representative role on a Faculty / University or cross-cutting theme committee or working group (e.g. EDI, AI, employability, internationalisation, student experience, Welsh language), demonstrating your impact in representing your area / department / School.</li> <li>• Providing support in School / Faculty strategic development initiatives which might be research, teaching or student support related.</li> <li>• Lead on home and international School/Department student recruitment activities.</li> <li>• Leading the organisation of a conference or seminar series at School / Faculty / national disciplinary level</li> <li>• Significant contribution to University processes (e.g. coordination of peer review of teaching or research, disciplinary panel work, grievance investigations, student complaint work, fitness to practise)</li> </ul>
	<p><b>Developing, Mentoring and Managing Others</b> Taking responsibility for the management and development of a diverse range of colleagues, involving representation of a portfolio or subject area</p>	<ul style="list-style-type: none"> <li>• Line managing a group of colleagues or unit within the department / School and providing career development advice, recognising the specific needs of individuals from underrepresented groups.</li> <li>• Mentoring diverse groups of colleagues</li> </ul>
	<p><b>Leading in the University</b> Participation and leadership internal to the University that may be around a particular portfolio or responsibility for whole areas of activity</p>	<ul style="list-style-type: none"> <li>• Taking a leadership role in formulating and delivering upon inclusive school strategies, decisions and activities.</li> <li>• Influencing the formulation of Faculty policy in relation to strategic activities.</li> <li>• Leading a Faculty/University development initiatives which might be research, teaching, EDI, Welsh Language or student support related.</li> <li>• Impact or environment lead for REF</li> <li>• A leading role in an institutionally significant research related activity (e.g., institutes and centres, networks with external partners).</li> <li>• Leading PGR admissions/recruitment and active membership of PGR committees at a Faculty level</li> <li>• Develop initiatives to share education, research or EDI best practice at a relevant Faculty / University meeting / committee / conference</li> <li>• Take representational responsibility for trade union activities (ensuring you demonstrate impact on partnership working and how you support colleagues and initiatives to improve the running of the university)</li> </ul>