

## **APPENDIX B – LEVELS OF ACHIEVEMENT**

As outlined in Appendix A, promotion to each grade is normally open to those able to demonstrate **excellence** in the areas of research and of learning and teaching (or very exceptionally, the area of contribution to external engagement on behalf of the university), and **ability and effectiveness** in the other two areas. Candidates are advised that in most cases only one area of excellence should be claimed.

### **Indicators of Achievement**

These examples of the type of evidence required are common to all levels of promotion.

#### **RESEARCH**

Publications: academic papers/refereed journal articles, books/monographs; external research grant funding; research students supervised; patents (applied for and granted); invited lectures and seminars; plenary and invited presentations; invitations to join conference organizing committees, chair sessions, deliver keynote lectures; recognition in the form of awards and prizes for research; membership/fellowship of professional bodies; participation in international research collaborations (this must include evidence of impact); other indicators including various forms of research impact.

#### **TEACHING AND LEARNING**

Evidence of effective and innovative practice in learning and teaching including formal teaching qualifications (and other indicators such as fellowship of the HEA (see Appendix E) and National Teaching Fellowship), active and reflective engagement with student feedback processes, development of innovative course materials and forms of delivery; evidence of effective leadership in learning and teaching including invitations to speak at external meetings and join/lead national and international committees and reviews; publications including contributions to textbooks, journals and conferences and other forms of dissemination; external recognition in the form of membership and fellowship of professional organizations, collaborations (this must include evidence of impact), awards and prizes for teaching; positive impact on the student experience and acquisition of external funding for research and/or developments in learning & teaching.

NB: To demonstrate ability and effectiveness in learning and teaching, all staff will need to demonstrate active and reflective engagement with student feedback processes. To do this, student feedback should be summarised and submitted to the School Promotions Committee (and subsequently to the University Promotions Committee) in the form of the summaries of module feedback questionnaires produced by the Market Research Office from the last 3 years together with the Module Reflection Pro Forma which can be found on the website at <http://www1.aston.ac.uk/registry/for-staff/regsandpolicies/annualreviewandmonitoring/>. (During 2012/13 the University is moving towards providing student feedback on a centralised basis. Where this is available, applicants may ask for their School Quality Office to provide it.) No application may proceed to University Promotions Committee without this material being present. Reflections on Learning and Teaching should be in addition to these documents.

## **CONTRIBUTION TO EXTERNAL ENGAGEMENT ON BEHALF OF THE UNIVERSITY**

Leadership and senior level management roles in externally funded projects; contribution to businesses, the public sector and the community relevant to the University's mission; enhancing the University's reputation and external profile by taking leadership roles in professional and scholarly bodies; contributions to the development of government policy or standards; impact based on research outputs.

## **A) LEVELS OF ACHIEVEMENT REQUIRED FOR PROMOTION TO SENIOR LECTURER**

### **RESEARCH**

#### ***Ability and Effectiveness, indicative minimum requirements:***

A developing publication record (appropriate for the subject area) typically including the equivalent of at least 1 publication per year in a good quality internationally recognised journal (2\* or above) and publications in other journals, refereed conferences; scholarly articles and textbooks, etc.

#### ***Excellence, indicative minimum requirements:***

An established research profile, at least at national level, including evidence of a growing body of recent internationally excellent and leading publications (3\* and 4\*); invited conference presentations and seminars; and/or other evidence of research impact and esteem; making the candidate submissible for the REF. Evidence of research student supervision and successful completion; developing research leadership including attracting grant income at levels appropriate for the subject area.

### **LEARNING AND TEACHING**

#### ***Ability and Effectiveness, indicative minimum requirements:***

Independently assessed ability to communicate the discipline effectively in a learning and teaching context; evidence of quality and innovation in learning and teaching; evidence of good student feedback on their learning experience and critical reflective practice (required). Reflective practice is defined as "the process of learning through and from experience towards gaining new insights of self and/or practice" (Boud et al 1985; Boud and Fales, 1983; Mezirow, 1981, Jarvis, 1992)<sup>1</sup>.

#### ***Excellence, indicative minimum requirements:***

Independently assessed evidence of excellence in learning and teaching; PGCPP (or equivalent) qualification or Fellowship of the Higher Education Academy;; evidence of innovative teaching developments; evidence of the analysis and ongoing use of student feedback and critical reflective practice to achieve excellent personal performance (required); evidence of significant participation in learning and teaching

Boud, D. and Fales, A. (1983) Reflective learning: key to learning from experience. *Journal of Humanistic Psychology*, 23(2), 99-117.

Boud, D., Keogh, R. and Walker, D. (1985) Promoting reflection in learning: a model. In D. Boud, R. Keogh and D. Walker (eds.) *Reflection: turning experience into learning*. London: Kogan Page.

Jarvis, P. (1992) Reflective practice and nursing. *Nurse Education Today*, 12(3), 174-181.

Mezirow, J. (1981) A critical theory of adult learning and education. *Adult Education*, 32(1), 3-24.

and its impact on curriculum development across the subject group, the enhancement of the subject area; evidence of a positive impact on the student experience; evidence of being a recognized role-model in teaching e.g. engagement across the University via CLIPP initiatives, engagement at national level, peer mentoring, sharing best practice and acquisition of external funding for research and/or developments in learning & teaching.

## **EXTERNAL ENGAGEMENT ON BEHALF OF THE UNIVERSITY**

### ***Ability and Effectiveness, indicative minimum requirements:***

Evidence of active participation in at least one of the indicators of achievement outlined, or other relevant indicators.

### ***Excellence, indicative minimum requirements:***

Evidence of emerging leadership/significant active participation in at least three indicators of achievement; evidence should substantiate an exceptional level of demonstrable impact of the activities on the University's profile and recognition and external personal recognition/acclaim in at least one of the areas of activity

## **B) LEVELS OF ACHIEVEMENT REQUIRED FOR PROMOTION TO READER**

### **RESEARCH**

#### ***Ability and Effectiveness, indicative minimum requirements:***

An established publication record (appropriate for the subject area) and continuing scholarly activity, typically including the equivalent of at least 1 publication per year in a good quality internationally recognised journal (2\* or above) and publications in other journals, refereed conferences; scholarly articles and textbooks, etc.

#### ***Excellence, indicative minimum requirements:***

A rapidly developing international research profile; a strong publication record of internationally excellent and leading publications (3\* and 4\*) on an upward trajectory; invited keynote conference presentations and prestige lectures; and/or other evidence of significant research impact and esteem including prizes and awards; an established record of research student supervision and successful on-time completion; evidence of research leadership with a track record of, and current active, grants at levels appropriate for the subject area; esteem indicators such as membership of appropriate professional bodies

### **LEARNING AND TEACHING**

#### ***Ability and Effectiveness, indicative minimum requirements:***

Independently assessed ability to communicate the discipline effectively in a learning and teaching context; evidence of the analysis and ongoing use of good student feedback and critical reflective practice to improve personal performance in learning and teaching (required); evidence of quality and innovation in learning and teaching.

#### ***Excellence, indicative minimum requirements:***

Independent evidence of excellence and innovation in learning and teaching including attracting external funding and awards; PGCPP or equivalent qualification; Senior Fellowship of HEA (see Appendix E), established national, and developing international, profile in learning and teaching including invitations

to share innovative practice and external collaborations and invitations to act as an external examiner at prestigious institutions; evidence of leadership/significant participation in learning and teaching and its impact on curriculum development across the subject group and School, and the enhancement of the subject area; evidence of the analysis and ongoing use of student feedback and critical reflective practice to achieve excellent personal performance (required); evidence of a positive impact on the student experience, a leading role in the support and mentoring of staff new to university teaching and learning and acquisition of external funding for research and/or developments in learning & teaching.

## **EXTERNAL ENGAGEMENT ON BEHALF OF THE UNIVERSITY**

### ***Ability and Effectiveness, indicative minimum requirements:***

Evidence of significant active participation across more than one of the indicators of achievement outlined above, or other relevant indicators.

### ***Excellence, indicative minimum requirements:***

Evidence of emerging leadership/significant management roles in at least three areas of the evidence of achievement indicated; evidence should substantiate an exceptional level of demonstrable impact of the activities on the University's profile and recognition and a national level of external personal recognition/acclaim in at least one of the areas of activity.

## **(C) LEVELS OF ACHIEVEMENT REQUIRED FOR PROMOTION TO PROFESSOR**

### **RESEARCH**

#### ***Ability and Effectiveness, indicative minimum requirements:***

A good publication record (appropriate for the subject area) and continuing scholarly activity, typically including the equivalent of at least 1 publication per year in a good quality internationally recognised journal (2\* or above) and publications in other journals, refereed conferences; scholarly articles and textbooks etc; examples of research impact.

#### ***Excellence, indicative minimum requirements:***

An established international research profile; a record of internationally excellent and leading publications (3\* and 4\*) demonstrating impact on the subject area; a record of invited international keynote conference presentations and prestige lectures; and/or other evidence of significant research impact and esteem including prizes and awards; a well established record of research student supervision and successful on-time completion; evidence of strong leadership and team-building in research with a track record of research grant income and successful completion of externally funded research projects, including recent or current grants, that is appropriate in terms of the expectations of the subject area; evidence of successful international research collaborations; growing esteem indicators such as fellowship of professional institutions.

### **LEARNING AND TEACHING**

#### ***Ability and Effectiveness, indicative minimum requirements:***

Independently assessed ability to communicate the discipline effectively in a learning and teaching context; evidence of the analysis and ongoing use of good student feedback and critical reflective practice to improve personal performance

in learning and teaching (required); evidence of quality and innovation in learning and teaching; advice and mentoring of junior staff.

***Excellence, indicative minimum requirements:***

Independent evidence of excellence and innovation in learning and teaching including attracting external funding and awards; Principal Fellowship of the HEA (see Appendix E); National Teaching Fellowship or equivalent external accreditation; international profile in learning and teaching including invitations to share innovative practice and external collaborations and invitations to act as an external examiner at prestigious institutions; evidence of leadership in learning and teaching and its impact on curriculum development across the University, the enhancement of the subject area; evidence of the analysis and ongoing use of student feedback and critical reflective practice to achieve excellent personal performance (required); evidence of innovation, outreach and positive impact on the student experience; a leading role in the support and mentoring of staff new to university teaching and learning and acquisition of external funding for research and/or developments in learning & teaching.

**EXTERNAL ENGAGEMENT ON BEHALF OF THE UNIVERSITY**

***Ability and Effectiveness, indicative minimum requirements:***

Evidence of leadership across more than one of the indicators of achievement, or other relevant indicators. Impact should be evidenced and corroborated by at least 5 independent information sources/references.

***Excellence, indicative minimum requirements:***

Evidence of excellent leadership across at least three of the indicators of achievement outlined above; evidence should substantiate an exceptional level of demonstrable impact of the activities on the University's profile and recognition and a national or international level of external personal recognition/acclaim in at least one of the areas of activity. Impact should be evidenced and corroborated by up to 10 independent information sources/references.

NB: Information sources and/or references which relate to impact should not be testimonials, but factual statements from external, non-academic organisations would be acceptable.