

Research & Teaching Job Family

(December 2005)

Introduction to the use of the Job Family

Research & Teaching Job Family

The Research and Teaching Job Family summarises the main features of roles at different levels. Roles within this family are unified by the concept of scholarship. Role holders will be wholly or mainly engaged in Research or Teaching, or will undertake a combination of Research and Teaching, including the leadership, management and administration of such activities. The family offers opportunities for individuals to make informed choices at all stages of their careers and enables them to respond flexibly to evolving personal interests and experiences, and changing institutional priorities.

The job family will be used to match individual roles into the most appropriate level within the family based on the best fit. It should be noted that the representative work activities for each level of the job family are generic examples. They are intended to be neither prescriptive nor exhaustive, but are provided as indicators of the proficiency required for a particular level. They will not describe all of the details specific to an individual role. Similarly, it is unlikely that an individual role holder will undertake every work activity illustrated. A role-holder with a strong research emphasis at any one time is unlikely to carry out the duties under the heading 'Role holders with a teaching emphasis at this level' within the 'Teaching and learning support' category; similarly, a strongly teaching-focused role holder at a particular level is unlikely to carry out the duties under the heading 'Role holders with a research emphasis at this level' within the 'Research' category. Roles which integrate research and teaching will involve some or all of the activities under both of these headings. Where no headings are given, or where activities are listed under the heading 'All role holders', all role holders may carry out a number of the representative work activities stated, regardless of their research or teaching emphasis.

Each level of the family builds on previous levels, thus the work activities described at a specific level of the family indicate the additional activities undertaken at that level. Post holders at each level should therefore expect to be undertaking some of the representative work activities described in the lower levels. The job family should thus be referred to in its entirety in order to gain a full picture of the role at each level.

Where the job family refers to academic unit, this should be read as School, Department, Institute, etc.

This job family will form the basis for future recruitment, staff development and can be used to help identify potential career pathways.

Summary of the Level Descriptors

Level 4a

Role holders at this level will require an understanding and knowledge of their subject/ discipline gained through a degree or formal equivalent qualification. In addition, role holders with a teaching emphasis at this level may have relevant but limited teaching experience.

Role holders at this level may be on a career training grade working towards a full level 4 role. They will typically be expected to undertake various administrative activities to support their work. Tasks will be clearly defined and are likely to be supervised.

Role holders with a research emphasis at this level will be primarily concerned with assisting a research team e.g. carrying out literature searches, developing questionnaires, conducting surveys, carrying out analyses and tests where the method and purpose are clear.

Role holders with a teaching emphasis at this level will be primarily concerned with delivering established modules, with assistance. Role holders will manage their own teaching activity and reflect on practice and development of skills, with guidance.

Level 4

Role holders at this level will require a detailed understanding and knowledge of their subject/ discipline. This will be gained through a PhD or the equivalent in professional qualifications and experience for role holders with a research emphasis at this level. This will be gained through some teaching experience, supported by a degree, masters or PhD and/or equivalent professional qualifications, for role holders with a teaching emphasis at this level. Role holders may have or may be working towards a higher education teaching qualification e.g. PGCHE.

Role holders are also likely to be involved in providing guidance or coaching to others or may supervise a small team, and will be expected to execute a range of administrative and planning tasks.

Role holders with a research emphasis at this level will have specific responsibility for research as an individual or as a team member within an established research programme (e.g. by developing research objectives and proposals, by planning and conducting work using approaches or methodologies and techniques appropriate to the type of research, by writing up work for publications). Role holders will be expected to use initiative and creativity to identify areas for research, develop research methods and extend their research portfolio.

Role holders with a teaching emphasis at this level will identify the learning needs of students and ensure that the content, methods of delivery and learning materials meet the defined learning objectives of an established course. Role holders will be expected to use initiative and creativity in their teaching to develop their expertise. This will involve developing new teaching and assessment practices and/or developing systematic methods for evaluating and disseminating these within the School or Faculty. Role holders will help to develop new course proposals and may contribute to curriculum development in the School.

Summary of the Level Descriptors

Cont/...

Level 5

Role holders at this level will have extensive experience within their subject/discipline, normally supported by a PhD and/or HE teaching qualification. Role holders will have a national reputation in their field, which continues to grow. Contribution will span both teaching and research, although the relative importance of each of these strands varies considerably from role to role. Role holders will develop new concepts and ideas and will be expected, where appropriate, to develop and win support for innovative research and/or teaching development proposals and funding bids. Role holders will conduct individual or collaborative research and/or teaching development projects and disseminate and explain research findings through leading publications and national/ international conferences. Role holders will sustain and pursue a research plan. Role holders will also provide expert guidance and coaching to others and may supervise a team. Role holders will typically make a significant contribution to their academic unit via leadership or administrative management or co-ordination of specific initiatives.

Role holders with a research emphasis at this level will have a consistent track record of published research recognised by their peers. Role holders will plan and develop individual or collaborative research and will make a contribution to the direction of research programmes.

Role holders with a teaching emphasis at this level, who will have membership of an appropriate professional teaching body, are expected to adopt a rigorous scholarly approach to teaching and student learning, demonstrating clear goals and critical reflection. Role holders will contribute to the planning, design and development of objectives and materials for innovative degree programmes.

Summary of the Level Descriptors

Cont/...

Level 6

Role holders at this level will have a substantial and ongoing national and international reputation in their discipline/field, normally supported by a PhD and/or HE teaching qualification. Role holders will make a significant impact on the University and on their specialism/discipline through effective and innovative academic and organisational leadership. They will have management/administrative responsibilities and are likely to have responsibility for the professional development of a team. Role holders will typically make a significant contribution to their academic unit via leadership or administrative management, resource allocation or co-ordination of specific initiatives. Role holders will participate in academic unit level organisation, management and strategic planning and contribute to the University's strategic planning processes. They will be expected to develop proposals for research projects, which will make a significant impact, leading to an increase in knowledge and understanding and the discovery/development of new explanations, insights, concepts or processes. Role holders may act as principal investigators on major research projects and will identify opportunities for the development of new research projects.

Role holders with a research emphasis at this level will have a record of sustained publication of the results of their research and dissemination of conceptual and complex ideas to a wide variety of audiences.

Role holders with a teaching emphasis at this level will have extensive teaching and/or professional experience. Many of the roles at this level will combine an emphasis on teaching with course/programme development. Role holders will take responsibility for the quality of the design of courses and programmes and contribute generally to the development of teaching and teaching methods and assessments in the academic unit. Role holders will contribute to critical community dialogue via publication and dissemination of teaching-related scholarship, which may be subject-specific, to a wide variety of audiences and/or will be involved in national pedagogic initiatives.

Summary of the Level Descriptors

Cont/...

Level 7

All role holders at this level will have achieved and sustained an outstanding international reputation and widely recognised eminence in a particular field, normally supported by a PhD or equivalent for role holders with a research emphasis. Role holders with a teaching emphasis at this level will have extensive and high level teaching and research experience, normally supported by a relevant PhD and in some cases a teaching qualification or extensive professional success and achievement.

All role holders at this level will have one of the highest levels of responsibility in their area and may direct a team of highly qualified academics/professionals across a major area of activity of strategic importance to the University. Role holders at this level are likely to have significant administration, management and leadership responsibilities on behalf of the academic unit and the University. They will be responsible for developing and delivering the strategic plans for their area of activity at the highest level. They will be accountable for ensuring the University meets both internal and external requirements and benefits appropriately from "state of the art" developments in their field of activity. Role holders will influence and shape the available resources as appropriate to meet the current and future needs of the University and will have a significant impact on the direction, strategy, objectives and results of the University. Many of the roles at this level will combine an established research and/or teaching profile with leadership, management administration and/or consultancy.

In addition, role holders with a teaching emphasis at this level will oversee the design and development of the overall curricula, lead the development of academic standards and contribute to the enhancement of academic policies across the University and/or at national level, and contribute to scholarly dialogue and pedagogy at a national/international level.

Role holders at this level will require an understanding and knowledge of their subject/ discipline gained through a degree or formal equivalent qualification. In addition, role holders with a teaching emphasis at this level may have relevant but limited teaching experience. Role holders at this level may be on a career training grade working towards a full level 4 role. They will typically be expected to undertake various administrative activities to support their work. Tasks will be clearly defined and are likely to be supervised. Role holders with a research emphasis at this level will be primarily concerned with assisting a research team e.g. carrying out literature searches, developing questionnaires, conducting surveys, carrying out analyses and tests where the method and purpose are clear. Role holders with a teaching emphasis at this level will be primarily concerned with delivering established modules, with assistance. Role holders will manage their own teaching activity and reflect on practice and development of skills, with guidance.

Representative Work Activities

1. Teaching and learning support	<p>Role holders with a teaching emphasis at this level</p> <ul style="list-style-type: none"> • Carry out teaching within a clear and established programme, with assistance and support. • Identify learning needs of students and define appropriate learning objectives. • Develop own teaching materials, with assistance and support. • Continue to develop skills in and knowledge of teaching methods and techniques. • Set and mark assignments/tests, with guidance. • Contribute to the development of examination questions. • Assess student progress and provide constructive feedback to students. • Supervise class activities e.g. language lab or practical work. • Work within the Quality Assurance framework set by the University and, where appropriate, professional body. <p>Role holders with a research emphasis at this level</p> <ul style="list-style-type: none"> • Assist in the supervision of student projects. • Contribute to introductory courses e.g. research methods, use of equipment.
2. Research	<p>Role holders with a teaching emphasis at this level</p> <ul style="list-style-type: none"> • Reflect on practice and the development of own teaching and learning skills, through developmental activities. <p>Role holders with a research emphasis at this level</p> <ul style="list-style-type: none"> • Undertake supervised research for example by preparing, setting up, conducting and recording the outcome of experiments and fieldwork, developing questionnaires and conducting surveys. • Conduct literature and database searches. • Continue to develop skills in and knowledge of research methods and techniques. • Carry out analyses and/or tests and/or critical evaluations using specified and agreed techniques, approaches and/or models. • Write up results of research.
3. Communication	<ul style="list-style-type: none"> • Deal with routine communication using standard media. • Advise and assist other staff and students within limited area of expertise. • Communicate information and ideas to students. • Write handouts and other basic learning support materials. • Contribute to the production of research reports and publications. • Prepare and present papers and information on research progress and outcomes to bodies supervising research e.g. steering groups, industry bodies or other research fora.

Level 4a

4. Liaison and networking	<ul style="list-style-type: none">• Liaise with colleagues, support staff and students on routine matters.• Make internal and/or external contacts to develop knowledge and understanding and form relationships for future collaborations.
5. Knowledge Transfer and Innovation	<ul style="list-style-type: none">• Deliver executive and professional education programmes.• Produce status reports for external sponsors.
6. Managing people	<ul style="list-style-type: none">• Provide guidance as required to support staff and students
7. Teamwork	<ul style="list-style-type: none">• Actively participate as a member of a teaching or research team.• Attend and contribute to relevant meetings.• Assist other staff as required e.g. with examinations and preparation of course materials.
8. Pastoral Care	<ul style="list-style-type: none">• Appreciate the needs of individual students and their circumstances.• Refer students as appropriate to services providing further help.
9. Initiative, problem-solving and decision-making	<ul style="list-style-type: none">• Contribute to decisions affecting the work of the team.• Make use of standard teaching or research approaches, techniques and/or methods.• Deal with problems that may affect the achievement of objectives and deadlines.• Analyse and interpret the results of own research and generate ideas based on outcomes.• Support a research team in the acquisition, evaluation, assessment and interpretation of research findings/data/results and other specialised information.• Contribute to the development or choice of techniques, models, methods, critiques and approaches.
10. Planning and managing resources	<ul style="list-style-type: none">• Plan and prioritise own day-to-day 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 teaching programmes or research projects.

Indicative Criteria	Level 4a
Roles at this level will typically require:	
<ul style="list-style-type: none"> • Degree or equivalent professional qualification in subject relevant to teaching or research area. or Equivalent experience for teaching roles. 	
<ul style="list-style-type: none"> • Ability to analyse effectively. • Ability to communicate effectively. • Ability to contribute to course or method improvement. • Sufficient breadth or depth of specialist knowledge in the discipline/subject area to work within own area. 	
Roles with a teaching emphasis	
<ul style="list-style-type: none"> • Developing further skills in and knowledge of teaching methods and techniques. • May have some practical experience of applying the teaching skills and techniques required for the role. 	
Roles with a research emphasis	
<ul style="list-style-type: none"> • Developing research skills. • Sufficient breadth or depth of research methods and techniques, to work within own area. • Some practical experience of applying the specialist skills, approaches and techniques required for the role. 	

Level 4

Role holders at this level will require a detailed understanding and knowledge of their subject/discipline. This will be gained through a PhD or the equivalent in professional qualifications and experience for role holders with a research emphasis at this level. This will be gained through some teaching experience, supported by a degree, masters or PhD and/or equivalent professional qualifications for role holders with a teaching emphasis at this level. Role holders may have or may be working towards a higher education teaching qualification e.g. PGCHE. Role holders are also likely to be involved in providing guidance or coaching to others or may supervise a small team, and will be expected to execute a range of administrative and planning tasks. Role holders with a research emphasis at this level will have specific responsibility for research as an individual or as a team member within an established research programme (e.g. by developing research objectives and proposals, by planning and conducting work using approaches or methodologies and techniques appropriate to the type of research, by writing up work for publications). Role holders will be expected to use initiative and creativity to identify areas for research, develop research methods and extend their research portfolio. Role holders with a teaching emphasis at this level will identify the learning needs of students and ensure that the content, methods of delivery and learning materials meet the defined learning objectives of an established course. Role holders will be expected to use initiative and creativity in their teaching to develop their expertise. This will involve developing new teaching and assessment practices and/or developing systematic methods for evaluating and disseminating these within the School or Faculty. Role holders will help to develop new course proposals and may contribute to curriculum development in the School.

Representative Work Activities

Building on Level 4a

1. Teaching and learning support

Role holders with a teaching emphasis at this level

- Teach and provide advice, as a member of a teaching team within an established programme of study, with the assistance of a mentor if required, in a variety of settings from small group tutorials to large lectures.
- Transfer knowledge in the form of practical skills, methods and techniques.
- Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.
- Ensure that the content, methods of delivery and learning materials meet the defined learning objectives.
- Help to develop new course proposals.
- Develop own teaching methods and approaches to teaching, with guidance.
- Develop and deliver sessions as part of the University's broader outreach programme.
- Set and mark coursework and exams.
- Select appropriate assessment instruments and criteria; assess the work and progress of students by reference to the criteria.
- Supervise the work of students, provide advice on study skills and help with learning problems.

Role holders with a research emphasis at this level

- Participate in the assessment of student knowledge and co-supervise projects at Masters level.
- Make a small and identified contribution to teaching, for example through laboratory demonstration, lectures to postgraduate workshops and/or delivery of level 1 modules.

2. Research	<p>All role holders</p> <ul style="list-style-type: none"> • Continually update knowledge and understanding in field or specialism. • Translate knowledge of advances in the subject area into the course of study and/or research activity. • Identify sources of funding and contribute to the process of securing funds, e.g. from Research Councils, industry or the DTI. In teaching this may be for teaching innovation and enhancement projects or for own teaching development activities. • Begin to develop a national reputation through published work. <p>Role holders with a teaching emphasis at this level</p> <ul style="list-style-type: none"> • Seek ways of improving own performance by reflecting on teaching design and delivery and obtaining and analysing feedback in order to develop own teaching and learning skills. • Individually or collaboratively identify and investigate issues relating to teaching and learning arising from own practice. • Write up research findings for internal or external publication. <p>Role holders with a research emphasis at this level</p> <ul style="list-style-type: none"> • Develop research objectives and proposals for own or collaborative research, with assistance if required. • Develop research objectives and carry out a plan to open up an area of independent original personal research and/or undertake research under supervision in accordance with a specified project and as a research team member. • Assist in writing bids for research grants. • Within own research programme, plan and conduct work using approaches, methodologies and techniques appropriate to the type of research. • Write up research work for publication. • Regularly publish research work within refereed journals or through reputable publishers.
3. Communication	<ul style="list-style-type: none"> • Deal with routine communication using a range of media. • Communicate material of a specialist or highly technical nature. • Contribute to writing up research findings for publication in leading journals and dissemination at national/international conferences etc. • Make presentations at conferences or exhibit work in other appropriate events. • Prepare proposals and applications to external or internal bodies for funding, contractual or accreditation purposes. • Contribute to writing bids and research grant applications.
4. Liaison and networking	<ul style="list-style-type: none"> • Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaborations. • Join external networks to share information and identify potential sources of funds or opportunities for collaboration. • Begin to develop a national reputation in teaching through contributions to scholarly debate and discussion.
5. Knowledge Transfer and Innovation	<ul style="list-style-type: none"> • Develop and deliver sessions as part of the University's broader outreach programme. • Provide input to business plans for the development of commercial activity where there is a demonstrable benefit to the University and academic unit. • Co-ordinate the operational aspect of research networks, for example, arranging meetings and updating websites. • Assist with consultancy projects relevant to the academic unit.

6. Managing people	<ul style="list-style-type: none"> • Provide guidance to other staff and students on own specialist area. • Supervise the work of relevant levels of staff. • Supervise undergraduate and/or postgraduate students' projects, fieldwork and placements, as appropriate. • With appropriate support, supervise postgraduate research students.
7. Teamwork	<ul style="list-style-type: none"> • Collaborate with academic colleagues on areas of shared interest e.g. course development, curriculum changes, collaborative or joint research projects. • Collaborate with colleagues to identify and respond to the diversity of students' needs. • Work/collaborate on original research with colleagues in other institutions.
8. Pastoral Care	<ul style="list-style-type: none"> • Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support. • Act as a personal tutor, giving first line support.
9. Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> • Contribute to collaborative decision making with colleagues e.g. on academic content, on the assessment of students' work and/or in areas of research. • Develop initiative, creativity and judgement to apply appropriate approaches to teaching, learning support and/or research activities. • Respond to pedagogical and practical challenges. • Share responsibility in deciding how to deliver modules and assess students. • Acquire and interpret research findings and data/results. • Analyse and illuminate data, interpret reports, evaluate and criticise texts and bring new insights. • Use creativity to acquire, analyse and interpret research findings and data and to draw conclusions on the outcomes. • Make use of new research approaches, techniques and methods. • Develop new research methods and extend the research portfolio. • Run analyses and tests using a variety of approaches, techniques and models. • Investigate, test and develop new models and approaches. • Apply knowledge in practice, out of which new intellectual understanding emerges. • Resolve problems of meeting own research objectives and deadlines.
10. Planning and managing resources	<ul style="list-style-type: none"> • Manage own workload, with guidance if required. • Plan and manage own teaching and tutorials as agreed with course leaders. • Plan and monitor the work programme and develop independent original research contributions to an allocated subject area or project. • Plan and manage own research activity in collaboration with others. • Contribute to the effective management and administration of the School/ Department/work unit by performing duties allocated by the Head of academic unit. This may include responsibility for administrative duties in areas such as admissions, time-tabling, examinations, and assessment of progress and student attendance. • Use teaching and/or research resources and facilities, laboratories and workshops as appropriate. • Contribute to organising resources and effective decision making in support of research and/or teaching. • Maintain records and materials in support of research and teaching activities. • Take part in relevant committees at academic unit level or in project teams.

Indicative Criteria	Level 4
Roles at this level will typically require:	
<ul style="list-style-type: none"> • Either a degree or Masters or equivalent plus some research and/or teaching experience. or • Equivalent professional experience for roles with a teaching emphasis. or • A PhD or the equivalent in professional qualifications and experience for roles with a research emphasis. <p>Role holders may have experience within their subject specialism and this may be supported by a relevant qualification e.g. PhD, HE teaching qualification and may be working towards membership of an appropriate professional and/or teaching body. Those in teaching roles in vocationally based schools/departments may have a greater emphasis on professional experience than academic qualifications. Role holders will also have a growing reputation in research or teaching within subject or service specialism.</p>	
<ul style="list-style-type: none"> • Ability to communicate complex information clearly. • Ability creatively to apply relevant approaches, models, techniques and methods, and to develop new ones under some supervision. • Ability to assess and organise resource requirements and deploy them effectively. • Ability to contribute to broader management and administrative processes e.g. with regard to health and safety, expenses. • High level analytical capability. • Understanding of relevant University and academic unit procedures and the ability to manage own area accordingly Understanding of the entrepreneurial process and its environment. • Success in gaining support for significant externally funded research or consultancy. <p>Roles with a teaching emphasis</p> <ul style="list-style-type: none"> • Ability to engage and retain the interest and enthusiasm of students and inspire them to learn. • Ability to design course materials and to plan and organise the delivery and assessment of taught courses within an agreed quality framework. <p>Roles with a research emphasis</p> <ul style="list-style-type: none"> • Ability to encourage a commitment to learn in others. • Ability to encourage a research culture in others. 	

Role holders at this level will have extensive experience within their subject/discipline, normally supported by a PhD and/or HE teaching qualification. Role holders will have a national reputation in their field, which continues to grow. Contribution will span both teaching and research, although the relative importance of each of these strands varies considerably from role to role. Role holders will develop new concepts and ideas and will be expected, where appropriate, to develop and win support for innovative research and/or teaching development proposals and funding bids. Role holders will conduct individual or collaborative research and/or teaching development projects and disseminate and explain research findings through leading publications and national/international conferences. Role holders will sustain and pursue a research plan. Role holders will also provide expert guidance and coaching to others and may supervise a team. Role holders will typically make a significant contribution to their academic unit via leadership or administrative management or co-ordination of specific initiatives. Role holders with a research emphasis at this level will have a consistent track record of published research recognised by their peers. Role holders will plan and develop individual or collaborative research and will make a contribution to the direction of research programmes. Role holders with a teaching emphasis at this level, who will have membership of an appropriate professional teaching body, are expected to adopt a rigorous scholarly approach to teaching and student learning, demonstrating clear goals and critical reflection. Role holders will contribute to the planning, design and development of objectives and materials for innovative degree programmes.

Representative Work Activities

Building on Level 4

1. Teaching and learning support

Role holders with a teaching emphasis at this level

- Deliver teaching across a range of modules or within a subject area.
- Identify areas where current provision is in need of revision or improvement, updating when required.
- Take responsibility for design of course modules and/or programmes of study and for their quality, and contribute generally to the development of teaching and teaching methods and assessments in the academic unit.
- Contribute to the design of innovative teaching programmes, planning, designing and developing objectives and material, with appropriate use of new technologies.
- Develop innovative provision as part of the University's outreach programme.
- Be responsible for and supervise practical work, including projects, field trips or placements, where it is part of the course, and advise students on techniques.
- Supervise and examine PhD students.
- Coach and support tutorial groups, developing their knowledge and their learning skills.
- Provide curriculum leadership in own area of expertise.

Role holders with a research emphasis at this level

- Supervise and examine postgraduate research students at Masters level.
- Co-supervise PhD projects.
- Contribute to the teaching and learning programmes in the academic unit e.g. through delivery of specialist lectures and Level 3 modules.

<p>2. Research</p>	<p>All role holders</p> <ul style="list-style-type: none"> • Generate new intellectual understanding/knowledge through the application of knowledge. • Extend, transform and apply knowledge acquired from scholarship to teaching, research and appropriate external activities. • Sustain and pursue a personal research plan (individually or as part of a team) and present the research findings in publications and conference proceedings. • Conduct individual or collaborative research projects. • Investigate and devise research methods and approaches. • Manage the application of a range of methodologies, approaches and techniques appropriate to the type of research personally being pursued. <p>Role holders with a teaching emphasis at this level</p> <ul style="list-style-type: none"> • Engage in subject, professional and pedagogical research as required to support teaching and development activities, and disseminate to wider academic community. • Maintain and develop further a national reputation through published work. <p>Role holders with a research emphasis at this level</p> <ul style="list-style-type: none"> • Plan, develop and conduct individual or collaborative research objectives, projects and proposals either as a self-contained item or as part of a broader programme. • Acquire, analyse and interpret research findings/data using approaches, techniques, models and methods selected or developed for the purpose. • Disseminate and explain research findings through leading peer-reviewed national publications (on a sustained basis). • Establish a national reputation and regularly publish research work within refereed journals or through reputable publishers.
<p>3. Communication</p>	<ul style="list-style-type: none"> • 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. • Write or contribute to publications or disseminate research findings using other appropriate media.
<p>4. Liaison and networking</p>	<ul style="list-style-type: none"> • Collaborate actively with internal and external contacts to complete research projects and to advance the discipline. • Build relationships for future activities. • Participate in and develop external networks, nationally & internationally. • Collaborate on and develop original research with colleagues in other institutions. • Market the University, contribute to student recruitment and secure student placements. • Generate income and obtain consultancy projects. • Develop and win support for innovative research proposals and funding bids.
<p>5. Knowledge Transfer and Innovation</p>	<ul style="list-style-type: none"> • Design executive and professional education programmes. • Develop innovative provision as part of the University's broader outreach programme. • Undertake consultancy projects where there is a demonstrable benefit to the University and academic unit. • Encourage enterprise in the student body through the development of enterprise programmes in undergraduate and postgraduate programmes. • Provide input to public awareness or policy development within own discipline.

<p>6. Managing people</p>	<ul style="list-style-type: none"> • Provide expert advice to other staff and students and possibly externally, within defined area. • Act as a line manager to staff (e.g. researchers, technicians), where appropriate. • Mentor colleagues with less experience and advise on personal development. • Coach and support colleagues in developing their research and teaching techniques. • Supervise the work of others, for example in research teams or projects, in subject curriculum teams or as PhD supervisor. • Co-ordinate the work of others e.g. to ensure modules are delivered to the standards required.
<p>7. Teamwork</p>	<ul style="list-style-type: none"> • Take the lead in a local or collaborative project or course development. • Co-ordinate the work of colleagues to identify and respond to staff and students' needs and/or to ensure equitable access to resources and facilities. • Develop productive working relationships with other members of staff and external contacts.
<p>8. Pastoral Care</p>	<ul style="list-style-type: none"> • Act as a module and personal tutor. • Be responsible for the pastoral care of students within a specified area, dealing with sensitive issues. • Deal with standard problems and help colleagues resolve their concerns about progress in research.
<p>9. Initiative, problem-solving and decision-making</p>	<ul style="list-style-type: none"> • Develop ideas for generating income and promoting the subject or research area. • Tackle issues affecting the quality of delivery within the scope of own level of responsibility, referring more serious matters to others, as appropriate. • Advise others on strategic issues such as student recruitment and marketing. • Contribute to the accreditation of courses and quality control processes. • Develop course proposals and contribute to curriculum development. • Develop approaches to teaching and learning that are innovative for the University and subject area and may reflect developing practice elsewhere. • Take sole responsibility for the design and delivery of own modules and assessment methods. • Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved. • Collaborate with colleagues on the implementation of assessment procedures. • Assess, interpret and evaluate outcomes of research. • Decide on research programmes and methodologies, often in collaboration with colleagues and subject to the approval of the head of the research programme where appropriate. • Develop new concepts and ideas and engage in research methodologies that extend knowledge/understanding appropriate to the discipline. • Develop ideas for application of research outcomes. • Resolve problems of meeting research objectives and deadlines.

10. Planning and managing resources	<ul style="list-style-type: none">• Manage or monitor assets and budgets allocated as part of the role.• Participate in University wide projects or working groups or be a member of a academic unit board or committee.• As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met.• Plan and review own teaching load and approach to teaching.• Manage projects relating to own area of work and the organisation of external activities such as placements and field trips.• Be responsible for administrative duties in areas such as admissions, timetabling, examinations, teaching quality assessment and assessment of progress and student attendance.• Plan, co-ordinate and implement research programmes.• Manage the use of research resources and ensure that effective use is made of them.• Help to plan and implement commercial and consultancy activities.• Plan and manage own consultancy assignments.
-------------------------------------	--

Indicative Criteria	Level 5
Roles at this level will typically require:	
<ul style="list-style-type: none"> • Extensive teaching and/or research experience within subject specialism, supported by PhD and/or HE teaching qualification. • Growing national reputation in research or teaching within subject or service specialism. • Track record of published research and/or development and delivery of teaching units. • Membership of a professional body where appropriate. 	
<ul style="list-style-type: none"> • High level analytical capability. • Skills in counselling, pastoral care and motivating students. • Emerging skills in managing and motivating staff. • Proven ability to devise, advise on and manage learning and research programmes. • Ability to manage resources and an understanding of management processes. • Continued success in gaining support for significant externally funded research and consultancy projects e.g. with industry, commerce, public bodies. • Record of externally recognised professional practice. 	
<p>Roles with a teaching emphasis</p> <ul style="list-style-type: none"> • Ability to design and deliver high quality and up-to-date course materials. • Ability to use a range of delivery techniques and technologies to inspire and engage students. • Extensive experience and demonstrated success in developing methods and coaching colleagues. • Experience and demonstrated success in delivering teaching within an agreed quality framework. • Experience, achievement and growing reputation in the discipline, reflected in relevant national committee memberships, and/or involvement in national educational events. 	
<p>Roles with a research emphasis</p> <ul style="list-style-type: none"> • Experience and achievement in chosen field, reflected in growing and consistent national reputation. • Extensive experience and demonstrated success in delivering research results. • Experience, achievement and growing reputation in the discipline, reflected in relevant national committee memberships, and/or involvement in national research events. • Experience and demonstrated success in planning, building a team and delivering research results. • Experience of developing research methodologies and devising models, approaches, techniques, critiques and methods. • Sufficient breadth or depth of specialist knowledge in the discipline to develop research programmes and methodologies. 	

Role holders at this level will have a substantial and ongoing national and international reputation in their discipline/field, normally supported by a PhD and/or HE teaching qualification. Role holders will make a significant impact on the University and on their specialism/discipline through effective and innovative academic and organisational leadership. They will have management/administrative responsibilities and are likely to have responsibility for the professional development of a team. Role holders will typically make a significant contribution to their academic unit via leadership or administrative management, resource allocation or co-ordination of specific initiatives. Role holders will participate in academic unit level organisation, management and strategic planning and contribute to the University's strategic planning processes. They will be expected to develop proposals for research projects, which will make a significant impact, leading to an increase in knowledge and understanding and the discovery/development of new explanations, insights, concepts or processes. Role holders may act as principal investigators on major research projects and will identify opportunities for the development of new research projects. Role holders with a research emphasis at this level will have a record of sustained publication of the results of their research and dissemination of conceptual and complex ideas to a wide variety of audiences. Role holders with a teaching emphasis at this level will have extensive teaching and/or professional experience. Many of the roles at this level will combine a focus on teaching with course/programme development. Role holders will take responsibility for the quality of the design of courses and programmes and contribute generally to the development of teaching and teaching methods and assessments in the academic unit. Role holders will contribute to critical community dialogue via publication and dissemination of teaching-related scholarship, which may be subject-specific, to a wide variety of audiences and/or will be involved in national pedagogic initiatives.

Representative Work Activities

Building on Level 5

1. Teaching and learning support

Role holders with a teaching emphasis at this level

- Design, develop and deliver a range of programmes of study, sometimes for entirely new courses at various levels.
- Take responsibility for the quality of the design of courses and programmes.
- Take responsibility for the quality of course delivery, ensuring compliance with the quality standards and regulations of the University, academic unit and, where appropriate, relevant professional body.
- Develop course proposals and contribute to curriculum development.
- Develop and apply innovative and appropriate teaching techniques and material, which create interest, understanding and enthusiasm amongst students.
- Set and mark coursework, examine courses and supervise and advise students.
- Design practical work, where it is part of the course.
- Supervise and examine PhD students, both internally and externally
- Contribute to the development of teaching and learning strategies.

Role holders with a research emphasis at this level

- Supervise and examine PhD projects.
- Contribute to the teaching and learning programmes in the academic unit e.g. through delivery of advanced research lectures to staff and/or delivery of course modules.
- Contribute to curriculum leadership.

2. Research	<p>All role holders</p> <ul style="list-style-type: none"> • Generate new research approaches and contribute generally to the development of thought and practice in the field. • Review and synthesise the outcomes of research studies and apply to research and teaching practice, where appropriate. • Continue to develop an ongoing national reputation as a research leader in a major subject area. • Act as principal investigator on major research projects. • 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. • Develop approaches, methodologies and techniques appropriate to the type of research being pursued. • Set up, allocate and manage resources for research activity in an area of recognised excellence for the University. • Act as a referee and contribute to peer assessment. <p>Role holders with a research emphasis at this level</p> <ul style="list-style-type: none"> • Define original research objectives and questions. • Develop approaches, methodologies and techniques appropriate to the type of research being pursued, as a result of: <ul style="list-style-type: none"> - original investigations leading to the discovery of new knowledge; - original approaches to analysing and illuminating data, - interpreting reports, evaluating and criticising texts and bringing new insights; - innovative application of knowledge from which new intellectual understanding emerges. • Develop and sustain research activity of national and international recognition in a major subject area through original research work. • Lead major funding bids which develop and sustain research support for the specialist area. • Actively seek research funding and secure it as far as it is reasonably possible. • Interpret findings obtained from research projects and develop new insights, expanding, refining and testing hypotheses and ideas. • Investigate and devise new research methods. • Disseminate and explain research findings through leading peer-reviewed national and international publications. • Begin to develop an international reputation as a research leader in a major subject area. • Contribute to the development of research strategies in the academic unit.
3. Communication	<ul style="list-style-type: none"> • Disseminate conceptual and complex ideas to a wide variety of audiences using appropriate media and methods to promote understanding. • Publish results of research in nationally/internationally leading peer-reviewed journals and/or books which lead to an established reputation in the subject area. • Sustain other research-related contributions through conference papers and presentations and/or consultancy projects and advice. • Make presentations or exhibitions at national or international conferences and other similar events. • Contribute to the development of teaching and learning policy locally (and to policy debate nationally).

<p>4. Liaison and networking</p>	<ul style="list-style-type: none"> • Lead and develop internal networks for example by chairing and participating in University committees. • Lead and develop external networks for example with external examiners and assessors and/or other active researchers and leading thinkers in the field. • Develop links with external contacts such as other educational and/or research bodies, employers, and professional bodies to foster collaboration. • Lead the development of innovative activities and partnerships that result in the exploitation and transfer of knowledge and expertise to enhance the relevance of teaching and research activities within the subject area. • Act as an external examiner to Institutions and provide professional advice. • Develop research initiatives to foster collaboration and generate income. • Take the lead in establish contacts to further entrepreneurial activity e.g. through EU Networks of Excellence and/or industrial research bodies.
<p>5. Knowledge Transfer and Innovation</p>	<ul style="list-style-type: none"> • Generate intellectual property. • Apply the results of research in public policy or commerce where there is a demonstrable benefit to the University and academic unit. • Inform innovation and knowledge transfer policy at regional, national or international level.
<p>6. Managing people</p>	<ul style="list-style-type: none"> • Provide expert advice to colleagues and students internally and externally. • Act as a line manager, where appropriate. • Act as a personal mentor to peers and colleagues. • Provide academic and organisational leadership to those working within research or programme areas, by for example co-ordinating resources and the work of others to ensure that research project or courses are delivered effectively and to time or organising the work of a team by agreeing objectives and work plans. • Coach and advise others on learning and teaching methods. • Monitor student progress and retention. • Resolve problems affecting the quality of course delivery and student progress within own areas of responsibility, referring more serious matters to others, as appropriate.
<p>7. Teamwork</p>	<ul style="list-style-type: none"> • Organise and lead teams within areas of responsibility. • Ensure that teams within the academic unit are resourced and work together. • Act to resolve conflicts within and between teams.
<p>8. Pastoral Care</p>	<ul style="list-style-type: none"> • Be responsible for dealing with referred issues for students and/or researchers within own educational programmes and/or project areas. • Be responsible for the pastoral care of students and support colleagues in developing their listening, interpersonal and pastoral care skills. • Provide first line support for colleagues, referring them to sources of further help if required.

<p>9. Initiative, problem-solving and decision-making</p>	<ul style="list-style-type: none"> • Make decisions regarding the operational aspects of own research and/or educational programme. • Resolve problems affecting the delivery of courses or of research projects within own educational programme or research area and in accordance with regulations and relevant legislation. • Contribute to decisions that have an impact on other related programmes. • Provide advice on issues such as ensuring the adequate balance of student population or of research projects, staff appointments and student and other performance matters. • Identify opportunities for strategic development of new projects, courses or appropriate areas of activity and contribute to the development of such ideas. • Lead the development of outreach work to address school and/or university priorities.
<p>10. Planning and managing resources</p>	<ul style="list-style-type: none"> • Be responsible for the development of own teaching and/or research programme. • Plan and deliver research, consultancy or similar programmes and ensure that resources are available and required income levels are achieved. • Lead the development of activities and manage significant processes in the running of the academic unit/research group/teaching programme/consultancy unit. • Contribute to the overall management of the academic unit e.g. in areas such as budget, resource and people management, business and programme planning. • Develop and manage staff and resources in support of major research e.g. leading a research team and/or administrative responsibilities or teaching activities. • Contribute significantly to the development and running of the academic unit e.g. chairing committees, leading development activity on research or teaching assessment, leading for the academic unit on the admissions process, marketing and recruitment, QAA, pastoral care, supervising the exam process. • Contribute to and/or be responsible for quality, audit and other external assessments. • Participate in academic unit level strategic planning and contribute to the University's strategic planning processes. • Represent the University/Faculty/academic unit and the discipline/profession in the academic community externally. • Act as a senior member of the academic unit/Faculty to advance student academic development e.g. Senior Tutor, Co-ordinator of Programmes at undergraduate or postgraduate Levels, Head of Teaching Programme. • Set standards and monitor progress against agreed criteria for own area of responsibility. • Play a lead part in the development of new approaches to teaching and learning in the academic unit. • Contribute to development of teaching and learning methods and practices through publications, conference activity and roles that advance quality in the discipline. • Direct research activities and programmes. • Lead research programmes and teams, setting up and managing the resources needed to deliver the plan.

Indicative Criteria	Level 6
Roles at this level will typically require:	
<ul style="list-style-type: none"> • Extensive research and/or teaching experience, supported by relevant PhD and/or HE teaching qualification, and/or additional experience. A PhD is normally essential for roles with a research emphasis. A HE teaching qualification is highly desirable at this level for roles with a teaching emphasis. • An established reputation in research, teaching or within subject or service specialism. • Membership of a professional body where appropriate. 	
<ul style="list-style-type: none"> • Skills in planning and organising resources. • High level analytical capability. • Skills in pastoral care and motivation of students at all levels. • Ability to provide effective leadership and management of groups and activities resulting in substantial impact on finance, other resources, staff motivation and on the reputation of the University. • Extensive experience in developing and devising new teaching or research programmes, models, techniques and methods. • Recognised excellence and reputation in the specialist subject area among peers in the UK and developing international reputation. • Extensive track record of published research, development and delivery of teaching units, successful consultancy activities and/or delivery of specialist services to external customers/clients. • Understanding of resource management processes and the skills to apply them effectively. • An understanding of University management systems and the wider higher education environment. • Record of promoting and maintaining collaborative links with industry, business or the community which have been of demonstrable value to the customer and to the University. • Sustained involvement in knowledge creation and transfer with partner organisations in industry, commerce or public bodies e.g. externally funded research and consultancy. • Demonstrable involvement in creation of IP, e.g. patents, licences. • Supervision of p/g students on industrial or knowledge transfer projects. • Involvement with regional, national or international enterprise organisations and conferences. 	
Roles with a teaching emphasis	
<ul style="list-style-type: none"> • Ability to design and deliver teaching and learning programmes. • Proven skills in coaching and developing others in best practice techniques. • Development and organisation of teaching activities. • Achievement in teaching as shown by: • A record of excellence in undergraduate and/or graduate teaching; evidence of innovation in curriculum development, course design and course delivery; commitment of delivery of quality services to students. • Involvement in the development of policy and administrative matters within the Faculty and University. • A leading authority in the subject, with a considerable national and growing international reputation. 	
Roles with a research emphasis	
<ul style="list-style-type: none"> • Experience and achievement in chosen field, reflected in high national and growing international reputation. • Extensive experience and demonstrated success in planning, building and resourcing a team, and delivering research results. • Proven ability to plan and lead the delivery of research programmes and to develop techniques and sources of funding. 	

Role holders with a research emphasis at this level will have achieved and sustained an outstanding international reputation and widely recognised eminence in a particular field of study, normally supported by a PhD or equivalent professional qualification. Role holders with a teaching emphasis at this level will have extensive and high level teaching and research experience, normally supported by a relevant PhD and in some cases a teaching qualification or extensive professional success and achievement. All role holders at this level will have one of the highest levels of responsibility in their area and may direct a team of highly qualified academics/professionals across a major area of activity of strategic importance to the University. Role holders at this level are likely to have significant administration, management and leadership responsibilities on behalf of the academic unit and the University. They will be responsible for developing and delivering the strategic plans for their area of activity at the highest level. They will be accountable for ensuring the University meets both internal and external requirements and benefits appropriately from "state of the art" developments in their field of activity. Role holders will influence and shape the available resources as appropriate to meet the current and future needs of the University and will have a significant impact on the direction, strategy, objectives and results of the University. Many of the roles at this level will combine an established research and/or teaching profile with leadership, management administration and/or consultancy. In addition, role holders with a teaching emphasis at this level will have achieved and sustained an outstanding international reputation for excellence in teaching. Role holders will oversee the design and development of the overall curricula, lead the development of academic standards and contribute to the enhancement of academic policies across the University.

Representative Work Activities

Building on Level 6

1. Teaching and learning support

Role holders with a teaching emphasis at this level

- Oversee the design, development and review of the overall curricula.
- Lead the development and clarification of academic standards for the subject area.
- Lead the development of the quality assurance framework within the University's overall framework (e.g. for the validation and revalidation of courses, student admission and assessment), responding to regulatory requirements.
- Lead the development of innovative approaches to course delivery and ensure that teaching delivery achieves the educational standards of the School/ Department and, where appropriate, professional body.
- Develop and deliver leading edge teaching approaches as appropriate to the academic unit.
- Develop and promote the use of innovative assessment methods.
- Lead, or make a major contribution to, the development and implementation of School-level teaching and learning strategy.
- Contribute to the development of academic policies across the University.

Role holders with a research emphasis at this level

- Contribute to and/or lead the development of the curriculum in own area, e.g. research methods training.
- Organise national and/or international workshops.

2. Research	<p>All role holders</p> <ul style="list-style-type: none"> • Through original research of international excellence, continue to develop an international reputation as a research leader in a major subject area. • Lead research and collaborative partnerships with other educational institutions or other external bodies. • Lead bids for research, consultancy and other additional funds. • Lead major funding bids that develop and sustain research support for the specialist area and advance the reputation of the academic unit and the University. • Lead the process of acquiring, analysing and interpreting research data and information, ensuring appropriate techniques, approaches, models and methods are selected, developed or devised for the purpose. <p>Role holders with a teaching emphasis at this level</p> <ul style="list-style-type: none"> • Conduct research into learning and teaching methodologies and disseminate best practice within and outside the University. • Disseminate and explain research findings through peer-reviewed national and international publications. <p>Role holders with a research emphasis at this level</p> <ul style="list-style-type: none"> • Lead and co-ordinate research activity in the subject. • Disseminate and explain research findings through leading peer-reviewed international publications (on a sustained basis). • Lead the development and implementation of research strategy.
3. Communication	<ul style="list-style-type: none"> • Be routinely involved in complex and important negotiations internally and with external bodies. • Secure the publication of key results in leading international journals articles and /or books, which further develop individual and team reputation in the subject area. • Sustain high quality other research-related contributions through conference papers and presentations and/or consultancy projects and advice.
4. Liaison and networking	<ul style="list-style-type: none"> • Chair committees and participate in University decision making and governance. • Lead and develop internal and external networks to foster collaboration, share information and ideas and promote the subject and the University. • Contribute to the enhancement of teaching and/or research quality and thinking in the field by being involved in quality assurance and other external decision making bodies, such as industry, charities and/or government bodies. • Promote and market the work of the academic unit in the subject area both nationally and internationally. • Provide advice to government bodies. • Participate in national and internal programme formulation, RAE panels, research strategies and reviews.
5. Knowledge Transfer and Innovation	<ul style="list-style-type: none"> • Exploit intellectual property, for example, through the identification of licence opportunities and securing of proof of concept or venture funds where there is a demonstrable benefit to the University and academic unit. • Develop innovation and knowledge transfer policy at regional, national or international level.

Level 7

6. Managing people	<ul style="list-style-type: none"> • Act as line manager for matters relating to the employment of staff and ensure that staff are suitably qualified to work within their own area and that the work is allocated fairly, according to skills and capacity. • Oversee staff teams and resource management processes to deliver the research and/or teaching plans. • Exercise academic leadership for all subject area teaching, research and scholarly activities as appropriate.
7. Teamwork	<ul style="list-style-type: none"> • Develop team spirit and team coherence. • Foster inter-disciplinary team working. • Promote a collegiate approach. • Develop and communicate a clear vision of the academic unit/University's strategic direction. • Ensure the enactment of University strategic plans.
8. Pastoral Care	<ul style="list-style-type: none"> • Be responsible for the resolution of all student and/or team issues within and outwith standard procedures. • Take 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.
9. Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> • Lead the development of new and creative approaches in responding to teaching, learning, research and/or commercial challenges. • Determine the final allocation of resources within own area of responsibility. • Initiate new and original solutions to problems. • Act as the final arbiter in local disputes. • Contribute to the determination of the academic standards framework across the University, where appropriate. • Be party to strategic decisions at University level. • Determine academic standards within own areas of responsibility. • Provide advice to external bodies.
10. Planning and managing resources	<ul style="list-style-type: none"> • Take overall responsibility for the organising and deployment of resources within own areas of responsibility. • Participate on national and international bodies; act as an advisor to government and in any other external advisory capacity. • Take responsibility for the appointment, development and management of all staff in the directly managed team. • Contribute to the running and strategic direction and development of the University through designated committees or project activities. • Manage responses to government consultations and policy, where appropriate, and act as lead University spokesperson with regard to the subject. • Contribute to the development of higher education processes in the UK. • Plan and lead the implementation of research and/or teaching activities and programmes of outstanding quality and national/international repute. • Play a lead role in the development of the academic unit/University's research and/or teaching strategy.

Indicative Criteria	Level 7
Roles at this level will typically require:	
<ul style="list-style-type: none"> • Extensive and high level research and teaching experience, normally supported by relevant PhD. For research roles a PhD is normally essential. • In addition, for role with a teaching emphasis, a HE teaching qualification is preferable. • Extensive professional success and achievement. • Extensive experience and capability to act as role model in the areas of research, teaching, consultancy and management/administration as appropriate. • Membership of a professional body where appropriate. 	
<ul style="list-style-type: none"> • High level analytical capability. • Skills in pastoral care and motivating students at all levels. • Proven skills in leading, motivating, developing and managing the performance of colleagues, ensuring the effective performance and development of the academic unit. • Extensive experience in leading the design of research/teaching and educational programmes, techniques and methods. • Established and widely recognised excellence and reputation as a teaching specialist and/or in the specialist subject area among peers nationally and internationally. • Proven ability to plan and lead the delivery of research and/or teaching programmes, and to develop sources of funding. • Proven skills in coaching and developing others in best practice techniques. • Proven ability to lead and motivate experts, manage money and other resources and potentially contribute to the running of the University. • A leading authority in the subject, with a considerable national and international reputation. • 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. • Demonstrable leadership in academic enterprise, e.g. designing initiating and managing new academic enterprise processes. • Sustained involvement in commercial exploitation of IP through licensing, spin-out companies or joint ventures. • Success in raising capital in support of new business projects. • Management of investment funds, grants and contracts. • Success in transferring research results to commercial professional or other practical use • Significant record of supervision of p/g students on industrial or knowledge transfer projects. • Representation on regional, national and international enterprise organisations and conferences. 	

Roles with a teaching emphasis

- Achievement in teaching as shown by:
 - A record of excellence in undergraduate and/or graduate teaching; a strong record as a supervisor of graduate research students; evidence of innovation in curriculum development, course design and course delivery; commitment of delivery of quality services to students.
 - Involvement in the development of policy and administrative matters within the Faculty and University.
 - A leading authority in the subject, with a considerable national and international reputation.

Roles with a research emphasis

- A record of research excellence including: a distinguished publication record through refereed journal articles, monographs and conference publications; a record of leadership in research and development of research policy; evidence of collaborative research and the ability to foster a research culture with less experienced researchers.
- Through original research of international excellence, continued development of an international reputation as a research leader in a major subject area.