Research, Teaching and Enterprise Family: Outline

**Overall Definition:** Roles in this family are wholly or mainly focused on research and teaching. They may combine elements of research, teaching and learning, management or third strand activity, but the relative emphasis on these elements and the nature of the contribution will vary. Some roles will be more orientated towards research, while others will tend to concentrate on teaching, management or third strand activities. In the higher levels, there will be considerable reputation in the UK and internationally, and significant impact on the discipline and on research income.

**Level E**
**Summary:** Roles at this level are generally concerned either with assisting a research team or group by carrying out analyses and tests where the method and purpose are clear, or with teaching within a clear and established programme.

**Level F**
**Summary:** Roles at this level may represent the early stages of an academic career before the individual progresses to Level G, or a specific set of responsibilities within an established research or teaching programme. There may be a combination of research and teaching, with appropriate organising and managing in support of these activities and possibly some team leadership, or a specific focus on research or teaching.

**Level G**
**Summary:** Roles at this level are held by individuals experienced in research and/or teaching, often after progression from Level F. In some cases, their contribution spans research, teaching, management and third strand activities, although the relative importance of each of these strands will vary from role to role; in others, there remains a concentration on either research or teaching. The research has measurable outcomes and is reflected in growing reputation; the teaching involves innovative course design and delivery for all student levels; and the contribution to the school through leadership and management may be significant.

**Level H**
**Summary:** Roles at this level commonly reflect extensive professional experience, and may include substantial contributions in research, teaching, academic management and third strand activity. There may be a greater depth in one or two of these areas, reflecting a predominant focus on research, on teaching or on management or third strand activity, though some roles offer an even spread between the four areas. Individuals will have a substantial reputation in their field, and make significant impact on the institution and on their discipline. Roles which focus on research will involve an established international reputation and a clear record of impact shown for example in substantial and sustained research income.

**Level I**
**Summary:** Roles at this level are conferred to reflect recognised leadership and substantial reputation in research and/or teaching in a major discipline. There will also be significant leadership responsibilities on behalf of the school and/or the university. There will be: a high reputation internationally, based on an extensive track record of
research with a major influence on the discipline; and a significant impact shown for example in sustained influence on research income. Any teaching specialists at this level will have broadened and deepened their impact on teaching methods and systems through extensive and widely recognised research.
Research, Teaching & Enterprise  
Level E  

Roles at this level are generally concerned either with assisting a research team or group by carrying out analyses and tests where the method and purpose are clear, or with teaching within a clear and established programme.

Representative Work Activities  

Research – focused roles  

- Acquire and interpret research data and results.  
- Run analyses and tests using specified and agreed techniques and models.  
- Prioritise tasks within agreed work schedule.  
- Contribute to the development of techniques, models and methods.  
- Advise other staff and students within area of expertise.  
- Gather and analyse information e.g. literature searches, surveys.

Teaching – focused roles  

- Teach classes within an established course.  
- Develop own teaching materials, with guidance  
- Review and practice the skills of students.  
- Supervise class activities, e.g. language lab or practical work.  
- Administer and mark tests.  
- Assist other teaching staff with examinations and preparations of course materials.

Knowledge, Skills & Experience  

- Degree in subject relevant to research or teaching area.  
- Practical experience of applying the skills and techniques.  
- Ability to analyse and communicate effectively.  
- Ability to contribute to course or method improvement.
Research, Teaching & Enterprise
Level F

Roles at this level may represent the early stages of an academic career before the individual progresses to Level G, or a specific set of responsibilities within an established research or teaching programme. There may be a combination of research and teaching, with appropriate organising and managing in support of these activities and possibly some team leadership or third strand activity, or a specific focus on research or teaching.

Representative Work Activities

Research

- Develop and carry out a plan to open up an area of personal research and expertise, or contribute as a research team member to a broader programme. This is likely to include writing bids for research grants.
- Provide guidance to other staff and students.
- Plan and carry out the work programme for own research contribution, using methodology and techniques appropriate to this type of research, e.g.
  - investigations leading to the discovery of new knowledge
  - analysing and illuminating data, interpreting and bringing new insights through integration
  - application of knowledge in practice out of which new intellectual understanding emerges
- Initiate or participate in inter-disciplinary collaborations.
- Undertake direct supervision of PhD students as agreed.

In more research – focused roles, the following may take the place of teaching work:

- Plan and produce independent original research.
- Investigate models and approaches to test and develop them.
- Write up research findings for publication and dissemination.
- May direct the work of a small research team.

Teaching

- Teach courses and advise students within own subject area, predominantly through lectures and seminars for groups of undergraduates or postgraduates.
- Supervise practical work where it is part of the course, and advise students on techniques.
- Plan and review own approach to teaching and contribute to the design or revision of course units.
- Set and mark coursework and exams, and advise students on their progress.

In more teaching – focused roles, the following may take the place of research work:

- Develop course proposals and contribute to curriculum development.
- Collect or create resources materials and demonstrate their use.
- Take responsibility beyond own students and coursework e.g. for co-ordination of examinations.
Leadership and Management
- Take responsibility for organising resources and effective decision making in support of research and teaching.

Third Strand
- Involvement in developing and delivering short courses, full fee / CPD programmes.
- Generating University surplus income via consultancy work.
- Gaining public/private sector funding to enhance University facilities.
- Contributing to the exploitation of intellectual property rights.
- Contributing to business development activity such as start ups and spin outs.
- Contribute to the development of public or professional policy or practice.
- Contribute to intellectual, cultural, social or economic life at regional, national or international level.

Knowledge, Skills and Experience
- PhD or equivalent with some research and teaching experience. Researchers will have a PhD or the equivalent in professional qualifications and experience, and those in teaching-led roles may have a teaching qualification.
- High level analytical capability.
- Ability to communicate complex information clearly, and to encourage commitment to learn in others.

In research:
- Fluent in relevant models, techniques and methods, and able to develop new ones.

In teaching:
- Ability to design and deliver course materials.

In leadership/management.
- Ability to assess and organise resources
- Understanding of and ability to contribute to broader management processes

In third strand activity
- Some experience of using academic knowledge in a commercial or applied setting.
Roles at this level are held by individuals experienced in research and/or teaching, often after progression from Level F. In some cases, their contribution spans research, teaching, management and third strand activities, although the relative importance of each of these strands will vary from role to role; in others, there remains a concentration on either research or teaching. The research has measurable outcomes and is reflected in growing reputation; the teaching involves innovative course design and delivery for all student levels; and the contribution to the department through leadership and management may be significant.

Representative Work Activities

Research
- Pursue research personally and/or part of a team, and present the findings in refereed or other appropriate publications and conference proceedings.
- Develop research proposals and funding bids, and win support for them.
- Plan the research to be undertaken, as a self-contained item or as part of a broader programme.
- Develop methodologies and techniques appropriate to the type of research being pursued. These could be among the following:
  - investigations leading to the discovery of new knowledge
  - analysing and illuminating data, interpreting and bringing new insights through integration
  - application of knowledge in practice out of which new intellectual understanding emerges
- Provide expert advice to other staff and students
- Initiate or participate in inter-disciplinary collaborations.
- Publish results of research in articles and/or books.
- Supervise research students to a successful outcome.

In more research – focused roles, the following may take the place of teaching work:
- Plan and lead high quality research, project managing the research activity, supervising and taking responsibility for the research team.
- Attract research funding through bids and reputation.
- Explain and disseminate research findings through publication and conferences.
- Develop and engage in research methodologies that add to knowledge/understanding appropriate to the discipline.

Teaching
- Teach and examine courses within own subject area and specialism to all levels, i.e. undergraduate, masters and higher research degree students, through lectures, seminars and personal supervision.
- Plan and review own teaching load and approach to teaching.
- Supervise practical work where it is part of the course an advise students on techniques.
Take responsibility for design of course units and for their quality, and contribute generally to the development of teaching and teaching methods in the school.

Coach and support tutorial groups developing their knowledge and their learning skills.

Set and mark coursework for undergraduates and assignments for postgraduates, and supervise and advise students at all study levels.

Contribute to the enhancement of quality in teaching within the subject, school or faculty.

Develop course proposals and contribute to curriculum development.

In more teaching-focused roles, the following may take the place of research work:

Develop approaches to teaching and learning which are innovative for the institution and subject area and reflect developing practice elsewhere.

Develop and advise others on learning and teaching tasks and methods.

Leadership and Management

In addition to core administration for the individual’s own work, take on specific initiating and coordinating roles, such as running the process of admissions, examinations, the RAE or teaching quality assessment.

Monitor and ensure effective management of assets and budgets allocated as part of the role.

May involve managerial responsibility for a facility (e.g., laboratory) and or staff.

Third Strand

Involvement in developing and delivering short courses, full fee / CPD programmes.

Generating University surplus income via consultancy work.

Gaining public/private sector funding for the enhancement of University facilities.

Contributing to the exploitation of intellectual property rights.

Contributing to business development activity such as start-ups and spin outs.

Contribute to the development of public or professional policy or practice.

Contribute to intellectual, cultural, social or economic life at regional, national or international level.

Knowledge, Skills & Experience

Extensive research and teaching experience within subject specialism, supported by relevant qualification (PhD and/or teaching qualification).

High level analytical capability.

Skills in counseling and motivating students at all levels.

In research:

Experience and achievement in chosen field, reflected in growing reputation.

Extensive experience and demonstrated success in planning building a team and delivering research results.

Extensive experience of developing and devising models, techniques and methods.
**In teaching:**
- Teaching qualification; membership of ILT or equivalent.
- Ability to design and deliver course materials.
- Extensive experience and demonstrated success in developing methods and coaching colleagues.

**In leadership/management:**
- Ability to assess and organise resources.
- Understanding of and contribution to broader management processes
- Skills in managing and motivating staff.
- Proven ability to devise advise on and manage learning and research programmes.

**In Third Strand Activity:**

Significant experience of the exploitation of academic knowledge in a commercial or applied setting.

**Criteria for Promotion to Level G** are set out in the current academic procedure for promotion from Lecturer A to Lecturer B.

**In Third Strand Activity:**

Significant experience of the exploitation of academic knowledge in a commercial or applied setting.

**Criteria for Promotion to Level G** are set out in the current academic procedure for promotion from Lecturer A to Lecturer B.
Research, Teaching & Enterprise
Level H

Roles at this level commonly reflect extensive professional experience, and may include substantial contributions in research, teaching, leadership and third strand activity. There may be a greater depth in one or two of these areas, reflecting a predominant focus on research, on teaching, on leadership, or on third strand activity, though some roles offer an even spread between all of these areas. Individuals will have a substantial reputation in their field, and make a significant impact on the institution and on their discipline. Roles which focus on research will involve an established international reputation and a clear record of impact shown for example in substantial and sustained research income.

Research
- Plan and carry out research activities and programmes
- Develop methodologies and techniques appropriate to the type of research being pursued. These could be from the following:
  - investigations leading to the new discovery of a new knowledge
  - analysing and illuminating data, leading to the discovery of new knowledge
  - application of knowledge in practice out of which new intellectual understanding emerges.
- Publish results of research in articles 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.
- Lead funding bids which develop and sustain research support for the specialist area.
- Provide expert advice to colleagues and students.
- Participate actively in the development of the school’s research strategy.
- Supervise research students to a successful outcome.

In more research-focused roles, the following may take the place of teaching work:
- Demonstrate and maintain research activity of high reputation in the UK and internationally in a major subject area.
- Lead research programmes and teams, setting up and managing the resources needed to deliver the plan.
- Lead major funding bids and research activity in an area of recognised excellence for the institution.
- Develop and engage in research methodologies that add to knowledge/understanding appropriate to the discipline.

Teaching
- Develop, deliver and examine courses or learning programmes for students at all levels.
- Plan and review own teaching load and approach to teaching.
- Design and supervise practical work where it is part of the course, and advise students on techniques.
Take responsibility for the design of courses and programmes and for their quality, and promote the development of teaching and teaching methods in the school.

Set and mark coursework, and supervise and advise students at all levels.

Act as internal and external examiner for postgraduate students.

Coach and support tutorial groups, developing their knowledge and their learning skills.

Coach and advise others on learning and teaching methods.

*In more teaching-focused roles, the following may take the place of research work:*

Lead the development of new approaches to teaching & learning. This may be underpinned by research and evaluation of teaching methods and systems.

Contribute to the development of teaching and learning policy locally, and to debate nationally about policy, methods and practices through publications, conference activity and roles that advance quality in the discipline.

Act as coach and role-model for teaching methods locally through excellent practice and mentoring other, less experienced teachers.

*Leadership and Management*

Contribute significantly to the development and running of the school, for example in chairing committees, leading development activity on research or teaching assessment, leading for the school on the admissions process.

Develop and manage staff and resources, in support of major research or teaching activities.

Represent the university/faculty/school in the disciplinary community externally.

*Third Strand Activity*

- Generating substantial university income and surplus via consultancy.
- Generating public/private sector funding for the enhancement of University facilities.
- Develop and deliver short courses, full fee/ CPD Programmes.
- Contribute to exploitation of intellectual property rights.
- Contributing to business development activity such as start ups or spin outs.
- Influence the development or application of public or professional policy or practice.
- Make a major contribution to intellectual, cultural, social or economic life at regional, national or international level.
- Establish innovative or creative relationships with external agencies to the benefit of the University.

*Knowledge, Skills & Experience*

- Extensive research and teaching experience, supported by relevant PhD and teaching qualification (e.g. C.A.P.).
- High level analytical capability.
- Skills in counselling and motivating students at all levels.
**In research:**
- Experience and achievement in chosen field, reflected in high reputation in the UK and internationally.
- Extensive experience and demonstrated success in planning building a team and delivering research results.
- Extensive experience in the design of programmes, techniques and methods.

**In teaching:**
- Teaching qualification; membership of ILT or equivalent; considerable subsequent experience.
- Ability to design and deliver learning programmes.
- Extensive experience and demonstrated success in developing methods and coaching colleagues.

**In leadership/management:**
- Skills in managing and motivating staff.
- Ability to provide effective leadership for groups and activities with substantial impact among peers in the UK and internationally.
- For research – led roles, proven ability to plan and lead the delivery of research programmes, to develop techniques and sources of funding.
- For teaching-led roles, proven skills in coaching and developing others in best practice techniques.

**In third strand activity**
- Substantial track record in the exploitation of academic knowledge in a commercial or applied setting.

**Criteria for Promotion to Level H** are set out in the current procedure for promotion from Lecturer B to Senior Lecturer.
Roles at this level are conferred to reflect recognized leadership and substantial and sustained reputation in research and/or teaching in a major discipline. There will also be significant leadership responsibilities on behalf of the school, faculty and/or the university, and there will be a significant leadership or third strand contribution. There will be: a high reputation internationally, based on an extensive track record of innovative research with a major influence on the discipline; and a significant impact shown for example in sustained influence on research income. Any teaching specialists at this level will have broadened and deepened their impact on teaching methods and systems through extensive and widely recognised research, or a contribution to teaching practice recognized at national or international level.

Representative Work Activities

Research
- Plan and lead the implementation of research activities and programmes of outstanding quality and international repute in a major subject area.
- Manage the teams of people and other resources needed to deliver the research plan.
- Lead major funding bids which develop and sustain research support for the specialist area and advance the reputation of the school and the university.
- Understanding of resources management processes and skills to apply them effectively.
- Lead the process of acquiring, analysing and interpreting research data using techniques, models and methods selected, developed or devised for the purpose.
- Publish results in articles and/or books which lead to a sustained reputation in the subject area.
- Sustain other research-related contributions through conference papers and presentations and/or consultancy projects and advice.
- Provide expert advice to colleagues and students.
- Participate actively in the development of the school's research strategy.
- Supervise research students to a successful outcome.

Teaching
- Oversee the development and review of teaching provision in the subject area for all students at all levels.
- Develop and review approaches to teaching which advance techniques and standards locally, contribute to local policy and serve as a contribution to broader debate.
- Develop and teach courses or learning programmes for students at all levels, responsibility for their design and quality.
- Plan and review own teaching load and approach to teaching, and coach others in doing the same.
- Design and supervise practical work where it is part of the course, and advise students on techniques.
- Set and mark coursework, and supervise and advise students at all levels.
- Act as an internal and external examiner for postgraduate students.
- Coach and support tutorial groups, developing their knowledge and skills.
Act as a coach and role-model through excellent practice and mentoring colleagues.
Publication of innovative and widely respected text books and other teaching materials.

**In more teaching focused roles**
- Make a leading contribution to debate internationally about teaching and learning policy, methods and practices.
- Carry out and publish the results of research, through articles, books and conferences and/or work with national bodies on curriculum development and quality assurance, leading to and reflecting an acknowledged international reputation as an expert in teaching methods.

**Leadership and Management**
- Take responsibility for the appointment, development and management of staff of all types in the directly managed team.
- Take responsibility for the handling of major processes in the school/faculty connected e.g. with forward planning, financial management, teaching or research quality and admissions.
- Contribute to the running of the university through designated committee, representative or project activities.

**Third Strand**
- Substantial contribution to University income and surplus from consultancy activity.
- Contribution to local or national economy.
- Contribution to development of professional policy or practice.
- Exploitation of intellectual property rights resulting in substantial income generation or wider benefits.
- Establishing successful spin out companies.
- Substantial influence on public or professional policy or practice.
- Substantial contribution to intellectual, cultural, social or economic life at regional, national or international level.
- Develop and maintain innovative and/or creative relationships with substantial benefits for the University.

**Knowledge, Skills & Experience**
- Extensive and high level research and teaching experience over many years, supported by relevant PhD and teaching qualification.
- Experience and capability to act as role model for the areas of research, teaching and management, as appropriate.
- High level analytical capability.
- Skills in counseling and motivating students at all levels.
- Ability to lead and motivate people and manage money and other resources, and to contribute to the running of the university.
- Extensive experience in leading the design of programmes, techniques and methods.
Established and widely recognised excellence and reputation in the specialist subject area among peers 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 skills in leading, motivating and developing the performance of colleagues and contributing to the effective performance and development of the school/institute.

Criteria for Promotion to Level I are set out in the current procedure for promotion to Personal Chair.