

Contents

1.	<u>Introduction and Context</u>	2
2.	<u>Education</u>	3
	Threshold Requirements and expectations for excellence in Delivery, Development and Leadership for Lecturer, Senior Lecturer, Reader and Professor	
3.	<u>Research and Innovation</u>	7
	Threshold Requirements and expectations for excellence in Delivery, Development and Leadership for Lecturer, Senior Lecturer, Reader and Professor	
4.	<u>Scholarship</u>	11
	Threshold Requirements and expectations for excellence in Delivery, Development and Leadership for Lecturer, Senior Lecturer, Reader and Professor	
5.	<u>Citizenship and Inclusion</u>	14
	Threshold Requirements and expectations for excellence in Delivery, Development and Leadership for Lecturer, Senior Lecturer, Reader and Professor	
6.	<u>Knowledge Exchange and Engaging with External Partners</u>	18
	Threshold Requirements and expectations for excellence in Delivery, Development and Leadership for Lecturer, Senior Lecturer, Reader and Professor	
7.	<u>Professional Practice</u>	22
	Threshold Requirements and expectations for excellence in Delivery, Development and Leadership for Lecturer, Senior Lecturer, Reader and Professor	

1. Introduction and Context

1. Queen Mary's Academic Careers Framework is designed to support all academic career paths at the University. Whether you deliver teaching and research in equal measure, specialise in external engagement or professional practice, or focus on teaching and scholarship, the framework is designed to ensure that your personal contribution is valued and measured consistently across the University.
2. The Academic Careers Framework is designed to help plan and support career development, including:
 - Preparing for appraisals and annual reviews
 - Discussing career trajectories/plans
 - Identifying development opportunities
 - Building a case for promotion.
3. [Further information and guidance on Appraisals is available from the HR website here.](#)
4. [Further information and guidance on Promotions, including process, governance and eligibility, and advice for applicants and panel members, is available from the HR website here.](#)
5. The Academic Careers Framework recognises six Areas of Contribution to the University: Research and Innovation; Education; Citizenship and Inclusion; Scholarship; Knowledge Exchange and Engaging with External Partners and Professional Practice. These Areas are used to reflect the range of academic careers and duties in the 21st century: you are not expected to contribute across every Area. The Areas of Contribution relevant to you will depend on your contract type, your specialism, and the work allocated to you by your School or Institute. Applicants will normally be assessed against the primary areas of activity for their career path. The volume of activity is expected to align with the percentage of workload time allocated to it during the period under review.
6. At Queen Mary, we value not just **what** you achieve, but **how** you achieve it. Both shape your overall contribution to the University. The “how” is guided by [the University's Values](#). This approach aligns with Queen Mary's 2030 Strategy to open the doors of opportunity and build a diverse, inclusive environment where people can thrive, reach their full potential, and feel proud to be part of the community. The Values are incorporated in the Careers Framework through the behaviours expected at every career level, including, but not only, as part of “Citizenship and Inclusion”.
7. For each career stage, in each Area of Contribution, the Framework sets out expectations in terms of “Thresholds” and “Excellence” in three forms: Delivery, Development and Leadership. Thresholds are the common minimum expectations of staff at this level in this Area of Contribution across the University. Staff at this level are expected to be able to evidence not just that they are consistently meeting the Threshold, but that they are achieving sustained excellence, appropriate to career stage, in aspects of Delivery, Development and Leadership.
 - a. Delivery – specific outputs produced as a core part of the job, for example the teaching of a module or the publication of a research output.
 - b. Development – activities which may not lead to an immediate output, but which have longer term positive effects, including on the wider discipline or across multiple student cohorts, for example the development of new techniques or methodologies for teaching or research.
 - c. Leadership – the widening of influence and a stepping up to accept responsibility and accountability commensurate with the role and career stage. These could include guiding and mentoring others; influencing direction and/or research agendas for a

discipline; leading education, scholarship, research activities at School/Faculty/University level; shaping wide public agendas.

8. The Career Framework gives indicative examples as criteria for the achievement of excellence. The examples are not exhaustive. The scope of activities and examples listed under each area is deliberately broad, reflecting the variety of academic work across a large, multi-faculty university. No individual is expected to meet all of the criteria. Similarly, the breadth of academic careers means that there is some overlap between criteria and Areas of Contribution. Where evidence of national or international collaboration is suggested, regard is taken of disciplinary context: there is no assumption that international collaboration is inherently more significant than one undertaken with national partners.

2. Education

Queen Mary's ambition is to deliver an outstanding, inclusive, world-class education and student experience, co-created with our diverse student body, enhanced by our world-leading research and latest technological developments.

[You can read more about education and the student experience as part of our strategy here.](#)

Education activity refers to any activities which support student learning, including:

- ✓ Establishing, delivering and revising modules, programmes and short courses
- ✓ Developing subject materials or digital tools for teaching or student experience
- ✓ Curriculum development and learning design
- ✓ Innovation in teaching delivery
- ✓ Personal tutoring/advising
- ✓ Consultation and collaboration with professional bodies on course design and accreditation
- ✓ Employability and entrepreneurial initiatives
- ✓ Engaged, experiential and community-based learning, including service learning
- ✓ Placements and co-curricular partnerships with external organisations

Leadership in current education is just as strong a rationale for career progression as innovation, particularly in those subjects where there are prescribed curricula for particular courses/modules.

Lecturer

Threshold requirements

- Contribute to innovations in teaching and learning through the development of teaching materials, or appropriate teaching collaborations.
- Organise, design and deliver teaching and assessment as required by the School/ Institute; this will include delivering lectures, classes and seminars in core and specialist subjects with due regard to best practice and the overall teaching strategy in the School / Institute.
- Act as a Personal Tutor/Advisor providing effective support to students, including referring to specialist services as appropriate and proactively identifying engagement issues at an early stage.
- Actively contribute to curriculum development and the review of courses in accordance with the teaching and learning strategy of the School/Institute and Faculty.
- Contribute to teaching and learning, including delivery of modules and development of appropriate materials, demonstrating an understanding of current pedagogic practice and a commitment to continuous professional development in education.

Senior Lecturer

Threshold requirements

- Make innovations in teaching and learning through the development of teaching materials, such as on-line/blended learning, or appropriate teaching collaborations.
- Organise, design and deliver teaching and assessment as required by the School/ Institute; this will include delivering lectures, classes and seminars in core and specialist subjects with due regard to best practice and the overall teaching strategy in the School/Institute.
- Act as a Personal Tutor/Advisor providing effective support to students, including referring to specialist services as appropriate, and proactively identifying engagement issues at an early stage.
- Actively contribute to curriculum development, including inclusive curriculum development and the review of courses in accordance with the teaching and learning strategy of the School/Institute, Faculty and University.
- Postgraduate Certificate in Academic Practice/ Fellowship of the Higher Education Academy.

Excellence in delivery

- Deliver teaching of consistently high quality at undergraduate and/or postgraduate levels (including clinical teaching and training).
- Demonstrate evidence of excellent personal tutoring/advisory role.
- Contribute to the design and delivery of a successful PhD training programme.

Excellence in development

- Demonstrate involvement in the design, implementation and quality-control of modules and programmes.
- Contribute to the development of teaching and learning policies at discipline and school/institute levels.
- Successfully introduce innovative teaching styles to improve learning outcomes.
- Contribute to the development of innovative teaching materials, e.g., computer-assisted learning materials, textbooks, etc.
- Contribute to the development of an inclusive curriculum.
- Help develop student support initiatives at subject or school/institute levels.
- Contribute to student employability and promoted excellence in the delivery of Queen Mary's Graduate Attributes.
- Gain funding for enhancements of teaching and learning.
- Participate in committees with a clear focus on student education and experience.

Excellence in leadership

- Lead initiatives aimed at improving student experience and education, such as those focused on employability and enabling academic and personal growth of students.
- Lead the redesign, implementation and quality control of modules and programmes.
- Assist with running placement programmes with evidence of personal effectiveness.

Reader

Threshold requirements

- Contribute to and support innovations in teaching and learning through the development of teaching materials such as on-line/blended learning, forms of pedagogy, or appropriate teaching collaborations, including inclusive curriculum innovations.
- Organise, design and deliver teaching and assessment as required by the School/ Institute, Faculty and University; this will include delivering lectures, classes and seminars in core and specialist subjects with due regard to best practice and the overall teaching strategy in the School/Institute at home and overseas.
- Act as a Personal Tutor/Advisor providing effective support to students, including referring to specialist services as appropriate, and proactively identifying engagement issues at an early stage.
- Shape and influence curriculum development and actively contribute to the review or courses in accordance with the teaching and learning strategy of the School/Institute, Faculty and University.
- Lead role in developing new or innovative approaches to the pedagogy and management of short courses for professional development.
- Postgraduate Certificate in Academic Practice/ Fellowship of the Higher Education Academy.

Excellence in delivery

- Demonstrate proven record of a very high standard of teaching performance (including clinical teaching and training, where applicable).
- Perform external examining duties at other universities.
- Obtain peer-reviewed funding for projects to develop and enhance teaching and learning and successfully complete such projects.
- Successfully deliver innovative teaching practices that positively affect the experience and outcomes of diverse groups.

Excellence in development

- Support programme and module innovation, applying the latest research and scholarship (both subject-specific and in pedagogy), including own contribution and inclusive curriculum innovation.
- Contribute to subject and or cross-disciplinary networks with a focus on education development.
- Demonstrate proactive and effective engagement with education development through active involvement in relevant committees.

Excellence in leadership

- Demonstrate high positive effect on the management of teaching programmes.
- Influence the national debate on teaching and learning.
- Lead the development of PhD training programmes, including building links with other universities where relevant.
- Lead curriculum planning and course design to ensure excellence and student learning, including through collaborative work, as required.
- Lead education-related enabling activities at the School/Institute or Faculty level.
- Undertake school leadership role for Personal Tutoring/Advising.

Professor

Threshold requirements

- Lead and support innovations in teaching and learning through the development of teaching materials such as on-line/blended learning, forms of pedagogy, or appropriate teaching collaborations, including inclusive curriculum innovations.
- Organise, design and deliver teaching and assessment as required by the School/ Institute, Faculty and University; this will include delivering lectures, classes and seminars in core and specialist subjects with due regard to best practice and the overall teaching strategy in the School/Institute at home and overseas.
- Act as a Personal Tutor/Advisor providing effective support to students, including referring to specialist services as appropriate, and proactively identifying engagement issues at an early stage.
- Shape and influence curriculum development and actively contribute to the review of courses in accordance with the teaching and learning strategy of the School/Institute, Faculty and University.
- Sustained effort and engagement with the development of new or innovative approaches to the pedagogy and management of professional development and executive education.
- Postgraduate Certificate in Academic Practice/ Fellowship of the Higher Education Academy.

Excellence in delivery

- Demonstrate sustained record of a very high standard of teaching performance at all levels. This will typically be evidenced from multiple sources which could include for example student feedback, module evaluations and outcomes, external examiner commentary and peer observation.
- Demonstrate personal effect on the improvement of the quality of personal tutoring/advising at a Faculty or University level.
- Contribute to student employability in a significant, sustained and externally recognised way.
- Influence teaching in discipline nationally / internationally with a track record of talks at conferences and HEIs in relation to teaching and the scholarship of teaching.
- Perform sustained external examining duties at other universities.
- Promote excellence in the delivery of Queen Mary's Graduate Attributes.

Excellence in development

- Contribute to development of teaching policy and to learning/teaching committees and inclusive teaching policy.
- Develop partnerships in education or research and/or leader in national / international agencies for education policy and curriculum development.
- Initiate innovative and successful programme developments including assessment processes and methodologies, commissioning individual module development and managing the overall programme, based on successful engagement activities with students and student feedback.
- Provide major contribution to educational policy development and pedagogic practice within the University, significantly enhancing student experience.
- Demonstrate significant positive change in reducing the attainment gap for students, where this exists.

Excellence in leadership

- Lead the growth of undergraduate or post-graduate numbers and income streams from the UK and overseas.
- Demonstrate sustained leadership in educational activities with scale, complexity or responsibility, for example director of a large programme, leadership of a large teaching team, or sustained mentorship and development of a significant number of colleagues in their educational duties.
- Shape and influence academic strategy in the discipline.
- Lead and shape student support initiatives at subject, School/Institute or University level.
- Obtain significant peer-reviewed funding for projects to develop and enhance teaching and/or student experience.
- Demonstrate significant positive effect in their role as Chair of education-related school/institute/ faculty level committees.
- Act as a national or international consultant on educational matters.
- Demonstrate significant positive effect as an institutional or national champion for inclusive teaching practices, education reform or innovation.

3. Research and Innovation

Queen Mary's ambition is to be recognised for our distinctive, world-leading, curiosity-driven and applied research. We continually build our research capacity for social, cultural and economic impact. Creating communities of diverse scholars across the globe is at the heart of our approach.

Entrepreneurship, innovation and engagement are an embedded part of our research culture. We will maintain our commitment to achieving impact and involving end users, involving end users, patients, policy-makers and the public throughout the research lifecycle, creating meaningful, two-way, mutually beneficial opportunities for those impacted to shape, carry out and disseminate research as partners.

[You can find out more about our research strategy here.](#)

Research activity covers all aspects of the creation and application of new knowledge, however that manifests itself within your discipline.

Broadly speaking, it covers:

- ✓ The production and dissemination of research outputs, including informing policy through research insights
- ✓ Leading a ground-breaking research agenda, by developing and sustaining a track record in the translation, application, and measurable impact of your research.
- ✓ Supporting and nurturing early career researchers
- ✓ Supervision of post-graduate students
- ✓ Enabling and leading research activities
- ✓ Contributing to the intellectual life of your discipline – including developing novel lines of enquiry
- ✓ Contributing to the development of open science principles
- ✓ Maintaining the highest standards of research integrity
- ✓ Developing cross-disciplinary research activities
- ✓ Addressing equality, diversity and inclusion issues in research
- ✓ Managing links to professional bodies
- ✓ Generating research income at a level appropriate to the career stage and discipline

The value of research output should be measured by quality, impact and influence rather than by volume. Queen Mary is a signatory of the San Francisco Declaration on Research Assessment (DORA). This promotes the responsible use of metrics when measuring and evaluating research. It

encourages assessment of research on its own merits rather than on the basis of the journal in which it is published.

Lecturer

Threshold requirements

- Conduct original research into complex problems, ideas, concepts and theories to obtain new knowledge.
- Publish original research of a quality that is excellent in renowned, relevant, specialist and generalist outlets/media in a manner appropriate to the research, academic discipline and funding requirements.
- Engage with the research community at an appropriate level, e.g. via conferences, advisory or editorial bodies, research funders, referring and research reviews.
- Develop personal research funding strategy and make quality bids for funding and manage awards appropriately with collaborators within Queen Mary and beyond.
- Demonstrate a commitment to continuous professional development in research and innovation, including developing understanding and experience of public engagement which may support future research impact.
- Contribute to a research group's aims to successfully recruit and develop PhD students in line with the School / Institute strategies.
- With training, recruit, guide and develop personally assigned PhD students to the successful completion of their research programme.

Senior Lecturer

Threshold requirements

- Conduct original research into complex problems, ideas, concepts and theories to obtain new knowledge.
- Publish original research of a quality that is nationally/internationally excellent in renowned, relevant, specialist and generalist outlets/media in a manner appropriate to the research, academic discipline, University strategies and funding requirements.
- Engage with the research community at an appropriate level, e.g. via conferences, advisory or editorial bodies, research funders, referring and research reviews.
- Contribute to the overall research strategy of the School/Institute and Faculty.
- Develop personal research funding strategy and make quality bids for funding and manage awards appropriately with collaborators within Queen Mary and beyond.
- Use research to engage in a broad range of activities that influence society, economy, industry, government or public policy to create impact beyond academia.
- Contribute to a research group's aims to successfully recruit and develop PhD students in line with the School / Institute and University strategies.
- Recruit, guide and develop personally assigned PhD students to the successful completion of their research programme.

Excellence in delivery

- Demonstrate evidence of sustained output of high-quality research publications or other recognised forms of output, judged to be at international level in terms of its originality, significance and rigour that could include journal articles, monographs, case studies, edited volumes, textbooks, conference papers, and works of art.
- Conduct activities essential to further research that normally would include secured external research grant funding but in addition could include visiting fellowships, residencies, or retreats.
- Demonstrate impact of academic research beyond academia for broader social, societal or community benefit, such as changes in public policy, healthcare, or quality of life.

- Demonstrable track record in the translation and application of research, e.g. through activities such as the filing and prosecution of patents, the licensing of intellectual property, work associated with spin-out companies, or industry and other activities that lead to economic growth.

Excellence in development

- Invited to referee or review publications or external professional practice.
- Collaborate in significant research projects.
- Demonstrate that impact is embedded in their research programme and is innate in activity planning.

Excellence in leadership

- Successful postgraduate research supervision at Masters and PhD level.
- Lead a small team of staff and direct their research activities.
- Contribute to activities that shape the field (e.g. organizing conferences, conference streams, workshops, seminars, symposiums, blogging, editorial duties associated with publishing).
- Demonstrate a commitment to the professional development of colleagues' skills in productive engagement, impact, innovation and the translation of research.

Reader

Threshold requirements

- Conduct original research into complex problems, ideas, concepts and theories to obtain new knowledge.
- Publish original research of a quality that is internationally excellent in renowned, relevant, specialist and generalist outlets/media in a manner appropriate to the research, academic discipline, University strategies and funding requirements.
- Engage with the research community at an appropriate level, e.g. via conferences, advisory or editorial bodies, research funders, referring and research reviews.
- Provide research leadership in the field and at Queen Mary, which contributes to the overall medium to long-term research strategy of the School/Institute and Faculty.
- Lead research funding strategies and bids within the research group, including management and facilitation of bids with collaborators within Queen Mary and beyond.
- Use research to engage in a broad range of activities that influence society, economy, industry, government or public policy to create impact beyond academia.
- Contribute to a research group's aims to successfully recruit and develop PhD students in line with the School/Institute and University strategies.
- Recruit, guide and develop personally assigned PhD students to the successful completion of their research programme.

Excellence in delivery

- Demonstrate evidence of a sustained output of high quality research publications or other recognised forms of output, judged to be at international level, for example journal articles, monographs, case studies, edited volumes, textbooks, conference papers and works of art;
- Referee for external research applications and publications;
- Show a sustained record of activities essential to further research that normally would include sustained secured external research grant funding but in addition could include visiting fellowships, residencies, retreats.
- Demonstrate sustained impact of academic research beyond academia for broader social, societal or community benefit, such as changes in public policy, healthcare, or quality of life.

- Demonstrate sustained track record in the translation and application of research, e.g. through activities such as the filing and prosecution of patents, the licensing of intellectual property, work associated with spin-out companies, or industry and other activities that lead to economic growth.

Excellence in development

- Demonstrate sustained and successful research supervision.
- Development of successful academics through PhD or post-doctoral supervision.
- Demonstrate a sustained track record in embedding impact in research programmes and that impact is innate in activity planning.

Excellence in leadership

- Lead research teams and a member of significant external research group(s).
- Demonstrate strategic level involvement with the growth of research activity at school/institute level.
- Demonstrate academic leadership in shaping research directions for research teams nationally or internationally.
- Lead activities that shape the field (e.g. organizing conferences, conference streams, workshops, seminars, symposiums, blogging, editorial duties associated with publishing).
- Demonstrate a sustained track record of commitment to the professional development of colleagues' skills in productive engagement, impact, innovation and the translation of research.

Professor

Threshold requirements

- Conduct original research into complex problems, ideas, concepts and theories to obtain new knowledge.
- Publish original research of a quality that is internationally excellent in renowned, relevant, specialist and generalist outlets/media in a manner appropriate to the research, academic discipline, University strategies and funding requirements.
- Engage with the research community at an appropriate level, e.g. via conferences, advisory or editorial bodies, research funders, referring and research reviews;
- Provide research leadership in the field and at Queen Mary, which contributes to the overall medium to long-term research strategy of the School/Institute and Faculty.
- Lead research funding strategies and bids within the research group, including management and facilitation of bids with collaborators within Queen Mary and beyond.
- Use research to engage in a broad range of activities that influence society, economy, industry, government or public policy to create impact beyond academia.
- Lead and contribute to a research group's aims, including successfully recruiting and developing PhD students in line with the School/Institute and University strategies.
- Recruit, guide and develop personally assigned PhD students to the successful completion of their research programme.

Excellence in delivery

- Demonstrate a deep and expert knowledge of the discipline, recognised by peers both internally and externally.
- Demonstrate evidence of sustained output of high quality, peer-reviewed research publications or other equally recognised forms of research output (e.g. journal articles, monographs, case studies, edited volumes, textbooks, conference papers, and works of art), and evidence that they have made a significant contribution to the discipline and earned an international reputation.

- Demonstrate sustained success in driving the impact of academic research beyond academia for broader social, societal or community benefit, such as changes in public policy, healthcare, or quality of life, or other examples of Knowledge Exchange and innovation.
- Demonstrate success over a sustained period in activities essential to further research that normally would include sustained and significant secured external research grant funding, but in addition could include sustained visiting fellowships, residencies, retreats.
- Demonstrate sustained success in driving a research agenda with a demonstrable impact in the translation and application of research, e.g. through activities such as the filing and prosecution of patents, the licensing of intellectual property, work associated with spin-out companies, or industry and other activities that lead to economic growth.
- Supervise PhD students and enable their co-creation of research.
- Publication in influential journals, or other appropriate influential outputs.
- Shape their discipline via e.g. numbers of citations and/or editor of international journal.
- Deliver named lecture series and/or keynote addresses at international conferences.
- Provide expert opinion to external audiences and bodies, e.g. advice to government.

Excellence in development

- Receive international research awards and/or senior visiting positions at prestigious Universities.
- Gain high research income relative to discipline norms.
- Lead activities that shape the field (e.g. organizing conferences, conference streams, workshops, seminars, symposiums, blogging, editorial duties associated with publishing).
- Demonstrate sustained success in working with others to embed impact in research programmes and into activity planning.
- Contributed to research quality review in Queen Mary or another university.
- Member of editorial boards of significant journals or academic presses, or equivalent roles for other research outputs.

Excellence in leadership

- Lead research teams or programmes or centres and/or leading complex inter-disciplinary/international programmes.
- Presidency of major/international society and/or election to prestigious scholarly societies.
- Chair major research committee or REF sub-panel and/or regional/national organisations, charitable boards, governing bodies, trusts.
- Leadership of world class research distinguished in significance/rigour/originality, as evidenced by sustained influence on one or more research disciplines.
- Demonstrate sustained leadership in the professional development of colleagues' skills in productive engagement, impact, innovation and the translation of research.
- Lead successful research collaborations at institutional, national or international level.
- Provide external research leadership, e.g. consortium leadership, national committee membership, major journal editor/member of editorial board.

4. Scholarship

Scholarship supports the educational specialism and expertise that underpins excellence in education. Queen Mary aims to embed a culture of educational scholarship around our strategic pedagogic priorities as articulated in the [Queen Mary Education Approach](#) and arising from the National Student Survey. Priorities include:

- Assessment and Feedback
- Teaching on our courses
- Inclusivity

- Student Voice
- Learner Engagement Analytics
- Digital pedagogies
- Instructional design

Scholarship activity includes working independently or collaboratively to:

- develop rigorous, innovative, evidence-led educational approaches, tools, methods and materials.
- undertake the measurement and evaluation of effective outcomes, demonstrating the benefits for QM students of scholarship activity.
- disseminate these approaches, tools, methods and materials in outlets of appropriate national and international standing.

[You can find out more about Scholarship via the Queen Mary Academy here.](#)

Lecturer

Threshold requirements

- Evidence of working independently or collaboratively to undertake rigorous, evidence-led approaches to education within modules/teaching groups.
- Measurement and evaluation of effective outcomes from evidence-led approaches to education (qualitative and/or quantitative) for modules/teaching groups).
- Dissemination of effective outcomes from evidence-led approaches to education in outlets of appropriate standing and influence e.g. institutional seminars and conferences, blogs, articles, practitioner articles and/or journal papers, etc.

Senior Lecturer

Threshold requirements

- Evidence of working independently or collaboratively to undertake rigorous, evidence-led approaches to education across programmes and/or at the departmental level.
- Measurement and evaluation of effective outcomes from evidence-led approaches to education (qualitative and/or quantitative) for programmes at the departmental/school/institute level.
- Dissemination of outcomes from evidence-led approaches to education in outlets of appropriate standing and influence. e.g. institutional and national conferences, blogs, articles, practitioner articles, journal papers, etc.

Excellence in delivery

- Create educational resources for wide use within or across school/institute or disciplinary area e.g. evidence-based reports; textbooks; online resources; toolkits.
- Provide service within school or institute subject community to deliver scholarship activities e.g. sharing evidence-based practice.

Excellence in development

- Demonstrated evidence of development in education practice, e.g., achieved Fellowship of HEA.
- Demonstrate evidence of scholarship development e.g., involvement in special interest groups; giving conference presentations related to educational scholarship in discipline area or in higher education generally.

Excellence in leadership

- Engage in leadership within the university, learned societies or professional bodies in e.g. member of committee, institutional or professional bodies.
- Education-focused mentoring and coaching such as activities related to Fellowship applications at the appropriate level.
- Lead local initiatives related to scholarship and education e.g. school level workshops.

Reader

Threshold requirements

- Evidence of working Independently or collaboratively to undertake rigorous, evidence-led approaches to education at the school/institute/faculty level.
- Measurement and evaluation of evidence-led approaches to education (qualitative and/or quantitative) at the School/Institute/Faculty level.
- Dissemination of outcomes from evidence-led approaches to education in outlets of appropriate standing and influence. e.g. national and international conferences, blogs, articles, practitioner articles, journal papers, influence on institutional or discipline policy etc.

Excellence in delivery

- Demonstrate a track record of creating high quality educational resources for wide dissemination, with evidence of their effect, e.g. lead on production of toolkits for wide use within school/faculty/across university, or authorship of authoritative educational materials including handbooks or journal articles.
- Provide service within the wider subject community e.g. through external examining, committee membership of professional bodies/learned societies devoted to teaching and scholarship, external curriculum review at another Higher Education Institution.

Excellence in development

- Demonstrate influence in the development of education practice e.g. achieved Senior Fellowship of the HEA.
- Demonstrate development of collective educational expertise e.g. through supporting others' scholarship outputs, serving on relevant conference committees, taking a leading role in collaborative teams developing scholarship activities e.g. CATE award.

Excellence in leadership

- Demonstrate significant leadership within the university, professional bodies/ learned societies, contributing to their effectiveness through, for example, chairing groups and events, and evidencing resulting positive change.
- Education-focused mentoring and coaching such as activities related to Fellowship applications at the appropriate level.
- Lead initiatives related to scholarship and education at the appropriate levels e.g. faculty or cross-university working groups. Leadership roles e.g. school wide role, committee chair etc.

Professor

Threshold requirements

- Evidence of working independently or collaboratively to undertake rigorous, evidence-led approaches to education at the institutional/ national/ international level.

- Measurement and evaluation of evidence-led approaches to education (qualitative and/or quantitative) at an institutional/ national/ international level.
- Influential dissemination of outcomes from evidence-led approaches to education in outlets of appropriate standing and influence e.g. national/ international conferences, practitioner articles, peer reviewed papers, published books, chapters, influence on institutional/ national/ international policy, influence on national/international sector wide approaches etc.

Excellence in delivery

- Create and disseminate subject-specific or general pedagogical educational resources, with demonstrable significant effect, which are recognised as clear leadership in the field and enhance teaching quality and educational outcomes.
- Demonstrate a track record of sustained service and influential voice within the subject or wider HE scholarly community e.g. senior and influential roles related to education/scholarship at QMUL, within professional bodies, disciplinary learned societies, or national/ international HE policy, practice networks.

Excellence in development

- Demonstrated leadership in the development of education practice e.g., achieved Principal Fellowship of the HEA.
- Demonstrate evidence of leadership in scholarship development e.g. through evaluating funding bids, editing pedagogical collections, edited books, author book and chapters, leading conference streams, developing new learning materials or platforms that shape the way a subject is taught and is recognised, adopted nationally/ internationally.

Excellence in leadership

- Influence the Higher Education agenda, for example contributing to the discipline at a national and international level through invited, keynote and talks at conferences, Chair subject specific meetings devoted to teaching and scholarship, and evidencing effectiveness, which may include for example evidence of influence through recognition such as a National Teaching Fellowship.
- Undertake education-focused mentoring and coaching such as activities related to Fellowship applications at the appropriate level.
- Lead sector, national, international initiatives related to scholarship and education.

5. Citizenship and Inclusion

Citizenship and Inclusion is about contributing to the Queen Mary community. We expect all our staff to be able to provide evidence of their contribution to Citizenship and Inclusion within Queen Mary.

Citizenship and Inclusion encompass activities that enable the University to thrive over time, including contribution to the achievement of the 2030 Strategy, supporting others to achieve their goals, and the development of the University community. Community-developing activities include supporting the wellbeing of others, actively contributing to university life including institutional governance, and succession planning and preparation where appropriate to ensure future resilience.

Specific activities may include advising or mentoring within your School/Institute or Faculty; serving on School/Institute, Faculty or University committees; contributing to policy development; involvement in, or leadership of, culture change within a discipline or team; promoting equality, diversity and inclusion for staff and/or students; and contributing to School, Faculty or University strategic activity. At professorial level, there is a strong expectation of evidenced commitment to

supporting earlier career colleagues in their development in line with this Career Framework and enabling others to succeed.

Citizenship and Inclusion also includes demonstrating how you have delivered your objectives by exemplifying our [Values in Action](#). Those applying for promotion must demonstrate how they are embedding/living the University values within their specific Areas of Contribution.

Lecturer

Threshold requirements

- Fulfil School/Institute responsibilities, as agreed with the Head of School / Institute Director or line manager.
- Support the development of colleagues through coaching, mentoring and feedback, as appropriate.
- Make constructive contributions to the School/Institute.
- Engage in the wider Queen Mary agenda (e.g. Equality, Diversity & Inclusion; Sustainability; Internationalisation; Widening Participation; Interdisciplinarity and Staff Development) in line with Queen Mary strategies and policies.

Senior Lecturer

Threshold requirements

- Foster collegiality through School citizenship and fulfil School/Institute responsibilities as agreed with the Head of School / Institute Director, or other senior colleagues.
- Support and contribute to the development of junior colleagues and students through feedback, line management, coaching, mentoring and appraisals as appropriate.
- Make constructive contributions, e.g. at meetings and seminars, to the School/ Institute and University, as well as wider relevant bodies, such as learned societies, where relevant.
- Engage in and contribute to the wider Queen Mary agenda, strategies and policies (e.g. Equality, Diversity & Inclusion; Sustainability; Internationalisation; Widening Participation; Interdisciplinarity and Staff Development).

Excellence in delivery

- Actively participate in and contribute to any of the following:
 - committees and working groups focussed on the interests of the School/Institute, Faculty, University and other staff
 - Equality, Diversity and Inclusion initiatives, e.g. positive contribution to Equality, Diversity and Inclusion groups and committees

as evidenced for example through taking responsibility for specific work packages, completing specific tasks or reports, or the fulfilment of other duties at the request of Committee Chairs.

Excellence in development

- Pro-active participation in any of the following:
 - a School/Institute, Faculty or University committee or working group with a change-making agenda, e.g. review of policy and/or processes
 - the development of teaching and learning programmes/ projects
 - the development of a research group or research programme
 - equality, diversity and inclusion action planning

- School/Institute student recruitment and widening participation activities

Excellence in leadership

- Contribution to the leadership of the school/institute by:
 - management of an aspect of education e.g. as module co-ordinator, or undertaking student support role
 - school/institute management through e.g. quality assurance and enhancement, or recruitment and admissions responsibilities
 - development of research group/area e.g. through publication, grant income or collaboration
 - active participation in University project(s), committee(s) and/or working group(s)

Reader

Threshold requirements

- Foster collegiality through School citizenship and fulfil School/Institute responsibilities as agreed with the Head of School / Institute Director, or other senior colleagues.
- Contribute to the development of junior staff, supporting them in their role and their wider career development through coaching, mentoring, peer support and appraisals.
- Make contributions to the vision and leadership of the School/Institute, Faculty and/or University, as well as wider relevant bodies, such as learned societies, where relevant.
- Engage in and contribute to the wider Queen Mary agenda, strategies and policies (e.g. Equality, Diversity & Inclusion; Sustainability; Internationalisation; Widening Participation; Interdisciplinarity and Staff Development).

Excellence in delivery

- Effective contribution to or management of a team to deliver strong outcomes, e.g. teaching team, research group or funded project.
- Act in role of responsibility in a School or Institute. Examples may include teaching module or programme convenor/lead, Examinations Officer, Admissions Tutor, Senior Tutor/Advisor, Chair of Examination Board, Director of Resources or other similar roles.
- Engage proactively with professional service colleagues or other colleagues in the School, Faculty or University to deliver new policy/initiative/quality improvement.
- Participate actively in and make contributions to School, Faculty or University initiatives in Equality, Diversity and Inclusion.
- Effective and positive contributions to Queen Mary through membership of School, Faculty or University committees as evidenced for example through taking responsibility for specific work packages, completing specific tasks or reports, or the fulfilment of other duties at the request of Committee Chairs.

Excellence in development

- Contribution to development of teaching and learning programmes/projects in School/Institute.
- Contribution to development of new areas of expertise and facilities that benefit the School/Institute/University and other staff;
- Contribution to the School/Institute recruitment and widening participation activities.

Excellence in leadership

Contribution to the leadership of the school/institute, for example through:

- Supervise/support, coach and mentor more junior staff.
- Effective management of a team.
- Effective management of taught programmes.
- School/Institute management through e.g. planning and resource management, policy development, process improvements.
- Championing a strategic initiative or change project.
- Promotion and dissemination of innovation and improvements, in clinical practice or other forms of professional practice, managing the development of others.

Professor

Threshold requirements

- Foster collegiality through School, Faculty and/or University citizenship and fulfil School/Institute and University wide responsibilities as agreed with the Head of School / Institute Director, or other senior colleagues.
- Provide leadership and manage staff, supporting them in their role and their wider career development through coaching, mentoring, peer support and appraisals.
- Make contributions to the vision and leadership of the School/Institute, Faculty and/or University, as well as wider relevant bodies, such as learned societies, where relevant.
- Engage in and contribute to the leadership of the Queen Mary agenda, strategies and policies (e.g. Equality, Diversity & Inclusion; Sustainability; Internationalisation; Widening Participation; Interdisciplinarity and Staff Development).

Excellence in delivery

- Contribute to the development, mentoring and career management of colleagues and students.
- Evidence of significant contribution to the management/leadership of a School/ Institute or the Faculty.
- Provide an identifiable change in a key area of provision or indicator within the School/Institute or Faculty e.g. development of a module or programme, development of a research network/ centre; step change in the quality of tutorial/advisory support within the School; lead on improving the research quality and output of a group.
- Act as a leader or Chair in Equality, Diversity and Inclusion Committees, steering groups and/or initiatives.
- Evidence of significant contribution to the management/leadership of a School/ Institute or the Faculty.

Excellence in development

- Member of University-wide committee with a change-making agenda, contributing to policy and practice development.
- Develop improved outputs or systems in School, Faculty or University.
- Engage with strategic issues of a School/Institute/Faculty to reorient and refocus activity to align with needs of the University.
- Contribute to the strategic planning process and effective smooth running of Queen Mary.
- Encourage sustained and successful engagement in continual professional development related to academic, institution and /or other professional practices;
- Significant contribution to interventions that have resulted in diverse staff career progression.
- Sustained programme of work to encourage students from under-represented groups to apply to Queen Mary and/or other higher education institutes.

Excellence in leadership

- Collaborative leadership of Faculty or cross-institutional strategic priority areas (e.g. admissions, quality assurance, examinations).
- Shaping the future of School/Institute / Faculty via a significant leadership role; leading in developing external and University academic standards.
- Leading others in collectively championing a strategic initiative or change project.
- Contribution in a substantial way to the vision and leadership of School/Institute, Faculty or University in administration, teaching and scholarship or research.
- Undertaking leadership in substantive area of activity, e.g. admissions and recruitment, widening participation, equality and diversity, research or teaching and learning, with evidence of resulting positive change.
- Development of external and University academic standards, potentially working with regulatory bodies.
- Establishment of a mentoring and sponsoring culture, with evidence of personal effectiveness in leading, motivating and developing colleagues to achieve School, Faculty or University goals.

6. Knowledge Exchange and Engaging with External Partners

Queen Mary is committed to making a positive difference locally, regionally, nationally and internationally. Through our work with communities, businesses, third sector organisations and government, we aim to contribute to the achievement of national missions and strategies, including the modern industrial strategy, and international agendas. We work with external partners in our recruitment, teaching, research and innovation, and public engagement activities. This includes public, community and civic engagement that generates mutual benefit and reflects the responsibility to engage individuals, beyond professional stakeholders, affected and impacted by our work. We're particularly proud of our East London partnerships and collaborative projects in one of the most diverse areas of the London and the UK.

Knowledge Exchange and Engaging with External Partners includes enterprise activity which facilitates engagement with business and the third sector; the practical application of research discoveries; knowledge exchange and translation; and other income-generating activities (including short courses, professional development and executive education). It also encompasses creating partnerships with other organisations, public engagement and influence, specifically to generate mutual benefit and to further the achievement of Queen Mary's strategic goals.

Lecturer

Threshold requirements

- Support and contribute to public engagement initiatives and activities.
- Demonstrate evidenced outcomes from participation in the School's / Institute's external engagement plans, developing links with, for example, industry or community partners in the UK and/or overseas.
- Demonstrate evidenced contribution to successful partnerships with government bodies and industry, showing how these benefit education, student experience and/or research and innovation in the School/Institute and Faculty.

Senior Lecturer

Threshold requirements

- Contribute to public engagement initiatives and activities which generate mutual benefit, influencing internal and external priorities and practice.

- Participate in the School's / Institute's outreach plans, developing links with, for example, industry or community partners in the UK and/or overseas.
- Contribute to the successful development of partnerships with other higher education institutions and external partners, showing how these benefit education, student experience and/or research and innovation in the School/Institute and Faculty.
- Engage in activities that demonstrably influence society, economy, industry, government or public policy, e.g. by offering consultancy and/or policy advice to public or regulatory bodies, holding advisory board membership of professional organisations, or undertaking public engagement activities in the UK and/or overseas.

Excellence in delivery

- Contribute to the delivery of widening participation, student engagement, public engagement, or school/institutes' outreach activities.
- Support or contribute to public engagement initiatives and activities which generate mutual benefit, influencing internal and external priorities and practice.
- Contribute to public debate around the discipline by using print, broadcast, digital and other media, including promotion of research findings, demonstrating evidence of reach, audience and impact.
- Forge links between academia and industry to create opportunities (including funding opportunities) that further the School/Faculty/University strategy in education, research and innovation or external engagement.

Excellence in development

- Develop links with industry, academic or community partners, e.g. via PhD student projects, in curricular activities or projects, consultancy or research that has a public dimension to it.
- Show involvement in knowledge creation and/or transfer in conjunction with external partner organisations in industry, commerce, government or NGOs; this could be in the form of contract research, consultancy, bespoke short courses for professional development and/or collaboration.
- Contribute to the successful commercialisation of patents, inventions and other exploitable intellectual property.
- Support or contribute to public engagement initiatives and activities which generate mutual benefit, with demonstrable effect on internal and external priorities and practice.
- Engage in activities that demonstrably influence society, economy, government or public policy e.g. through consultancy, policy advice, public engagement.

Excellence in leadership

- Lead public engagement initiatives and activities which generate evidenced mutual benefit, influencing internal and external priorities and practice.
- Lead interventions that positively affect student citizenship e.g. through extracurricular enterprise, volunteering or interning activities.
- Cultivate relations with individuals/organisations in the public sector, private sector, NGO or charity sector on behalf of the School/Institute/ University.
- Mentor/support internal stakeholders (students, admin staff, ECRs) in developing activities or interventions that target stakeholders outside academia or address student engagement, widening participation and/or addressing inequalities.

Reader

Threshold requirements

- Contribute to increasing public awareness of, and engagement in, the discipline, finding ways to support external users of research.

- Contribute effectively to the School's / Institute's and Faculty outreach plans, developing links with, for example, industry or community partners and show how these have generated sustained mutual benefit.
- Facilitate the successful exploitation of research through, for example, patents and spin-out companies.
- Influence development of public policy in the UK and overseas.
- Contribute to the successful development of partnerships with other higher education institutions and external partners, regionally, nationally and internationally, showing how these benefit education, student experience and/or research and innovation in the School/Institute and Faculty.
- Engage in activities that demonstrably influence society, economy, industry, government or public policy, e.g. by offering consultancy and/or policy advice to public or regulatory bodies, holding advisory board membership of professional organisations, or undertaking public engagement activities in the UK and/or overseas.

Excellence in delivery

- Contribute to knowledge creation and/or transfer in conjunction with external partner organisations in industry, commerce, government or NGOs. This could be in the form of contract research, consultancy and/or collaboration.
- Provide consultancy with external or internal partners that demonstrably enhance Queen Mary's diversity and inclusion values and/or contribute to commercial contracts.
- Transfer research results to commercial, professional or other practical use, exploiting these through patent, licence, spin-out company formation, engagement with technology transfer.

Excellence in development

- Develop links with industry or community partners, e.g. through consultancy, significant levels of collaborative research with external groups, or provision of courses for professional development.
- Develop targeted communications to disseminate results of research or outputs or departmental activities or project outputs to public bodies or the wider public.
- Develop communications and relationships that lead to changes in non-academic practice/policy and work with partners to improve research topics and practices.
- Identify and develop new markets or professional development and executive education programmes that would benefit the University and its community.

Excellence in leadership

- Gain paid consultancy work from external organisations or successful development and delivery of professional development/executive education to meet external needs.
- Lead the delivery of widening participation, student engagement, or school/institutes' outreach activities.
- Lead public engagement initiatives and activities which generate demonstrable mutual benefit, influencing internal and external priorities and practice.
- Contribute to public debate around the discipline by using print, broadcast, digital and other media, including promotion of research findings, demonstrating evidence of reach, audience and impact.
- Act as a consultant or expert adviser to e.g. government bodies external or internal stakeholders, evidencing impact in these roles.
- Demonstrate an external reputation for engagement with local, regional and national bodies, with consequent impact, as evidenced in the form of letters of approval, prizes or awards.
- Establish sustained links with industry, community partners, or student cohorts.

Professor

Threshold requirements

- Contribute to increasing public awareness of, and engagement in, the discipline, finding ways to support external users of research.
- Demonstrate sustained commitment to growing the School's / Institute's, Faculty's and University's connections with external partners develop outreach and engagement.
- Lead and facilitate the successful exploitation of research through, for example, patents and spinout companies or influence on the development of public policy in the UK and overseas.
- Lead and facilitate the successful development of significant partnerships with other higher education institutions and external partners, regionally, nationally and internationally, showing how these have generated sustained benefit for education, student experience and/or research and innovation in the School/Institute and Faculty.
- Engage in activities that influence society, economy, industry, government or public policy, e.g. by providing consultancy and policy advice to public or regulatory bodies, holding advisory board membership of professional organisations, or undertaking public engagement activities in the UK and/or overseas.

Excellence in delivery

- Demonstrate sustained contribution to school/institute's outreach and/or to widening participation, with clear evidence of effect, for example in terms of student recruitment patterns over multiple years.
- Demonstrate contribution to interdisciplinary collaborations with academic, industrial, governmental, social enterprise, or community partners, showing how these have generated sustained benefit for education, student experience and/or research and innovation in the School/Institute and Faculty.
- Show a significant, sustained and externally recognised contribution to student entrepreneurship and enterprise activities through links with external networks and relevant public/private organisations, evidencing the positive effect for students, for example through improvements in graduate outcomes.
- Demonstrate a significant and sustained record of transfer of intellectual property into the wider economy including awards for innovation.
- Show a significant and sustained record of responding to the needs and opinions of external groups with regard to research topics, processes methodologies or engagement methods.
- Demonstrate sustained communicative endeavour to disseminate results of research or outputs or departmental activities or project outputs to the public, with evidence of reach, audience and impact.
- Evidence sustained influence on regional/national/international policy through a record of consultation and impact.

Excellence in development

- Implement new approaches to collaborating with public audiences and/or community organisations and/or patient groups, with evidence of reach, audience and impact.
- Provide advice to (national or international) government, major public bodies, NGO, cultural, scientific or professional bodies, e.g. parliamentary select committees, Royal Society, Law Society, on a national issue, policy, product, process or method, evidencing influence and impact.
- Apply knowledge to improve performance of public sector bodies, by informing public policy or by engaging with relevant industry sectors to stimulate innovation and is able to feed this back into research where relevant.

- Evidence sustained contribution to engagement and/or enterprise governance in Queen Mary or an external body through committees, peer review or publication.
- Transform academic outputs, intellectual property or artworks, bringing recognition or income to Queen Mary e.g. successful spin out company, international or national or regional cultural event.

Excellence in leadership

- Shape the national agenda relative to public engagement and/or social enterprises.
- Evidence impact on debates around policy or practice, based on research.
- Lead public engagement initiatives and activities which generate demonstrable mutual benefit, influencing internal and external priorities and practice.
- Initiate and manage the delivery of active, significant and externally recognised University outreach initiatives into schools and/or the broader community, demonstrating sustained mutual benefit.
- Evidence impact of advice to boards of major public bodies on long term strategy on a national issue.
- Create nationally or internationally leading research initiatives with non-academic partners, demonstrating sustained mutual benefit.
- Lead significant (i.e. lucrative or innovative or significant) business partnerships with major industrial or community partners.
- Lead in development and sustained delivery of profitable professional development and executive education courses, attracting new clients or enrolments or repeat business or enriching established partnerships.
- Demonstrate impact of advice to boards of commercial or public organisations on the future development of a particular product, process or method.
- Demonstrate impact of being consulted on policy matters at regional/national/ international level.

7. Professional practice

Professional Practice is fundamental to Queen Mary's ability to deliver excellent, accredited education and to address the challenges facing key industrial sectors nationally and internationally. Professional Practice includes continuous development and maintaining a reputation in the field of practice; sustaining an in-depth technical knowledge and up-to-date understanding of developments affecting the practice of the profession; offering consultancy or policy advice to public or regulatory bodies; and holding advisory board membership of professional organisations.

Lecturer

Threshold requirements

- Maintain an in-depth technical knowledge of, and an up-to-date understanding of developments affecting the practice of the profession.
- Develop continuously and maintain, a national reputation in the professional field.
- Undertake all work in line with codes of conduct and standards as set out by the relevant professional body, where applicable.
- Engage in activities that influence society, economy, industry, government or public policy, e.g. by offering consultancy or policy advice to public or regulatory bodies, holding advisory board membership of professional organisations, or undertaking public engagement activities in the UK and/or overseas.

Senior Lecturer

Threshold requirements

- Maintain an in-depth technical knowledge and up-to-date understanding of national developments affecting the practice of the profession.
- Develop continuously and maintain, a national reputation in the professional field.
- Undertake all work in line with codes of conduct and standards as set out by the relevant professional body, where applicable.
- Engage in a range of activities that influence society, economy, industry, government or public policy, e.g. by offering consultancy and/or policy advice to public or regulatory bodies, holding advisory board membership of professional organisations, or undertaking public engagement activities in the UK and/or overseas.

Excellence in delivery

- Use well-developed expertise in the area of professional practice to impart technical and applied knowledge to students and to make innovations in teaching & learning, evidencing educational benefits, for example to student experience or outcomes.
- Forge links between academia and industry to create opportunities (including funding opportunities) for colleagues and/or to benefit student education and employability.
- Enhance the reputation of Queen Mary and the professional organisation (where applicable) via professional practice.

Excellence in development

- Author professional texts, whether pedagogical, research, or other work aimed at a professional audience.
- Evidence involvement in improving translation from the academic environment to application and vice versa, such as the application of evidence-based quality improvement projects.
- Contribute to developing markets/enterprises or CPD or other professional and executive education programmes that would benefit the University and its community.
- Achieved or working towards (or the equivalent of) chartered or admitted status of the relevant professional body, where applicable.

Excellence in leadership

- Use professional practice to contribute to the provision of leadership at a school/faculty or local level, such as supporting the development of other professional practitioners.

Reader

Threshold requirements

- Maintain an in-depth technical knowledge and up-to-date understanding of regional, national or international developments affecting the practice of the profession.
- Develop continuously and maintain, a national reputation in the professional field.
- Undertake all work in line with codes of conduct and standards as set out by the relevant professional body, where applicable.
- Engage in a broad range of activities that influence society, economy, industry, government or public policy, e.g. by offering consultancy and/or policy advice to public or regulatory bodies, holding advisory board membership of professional organisations, or undertaking public engagement activities in the UK and/or overseas.

Excellence in delivery

- Use well-developed expertise in the area of professional practice to design and deliver technical and applied knowledge to students and to make innovations in teaching and learning, demonstrating sustained educational benefits, for example to student experience or outcomes.
- Utilise an extensive network of professional colleagues across a variety of organisations and sectors to benefit student education and experience and to improve employability at home and overseas.
- Demonstrate outstanding professional practice competence, where applicable.
- Demonstrate that your professional practice has enhanced the reputation of Queen Mary and the professional organisation (where applicable).

Excellence in development

- Author and publish professional texts or other pedagogical work.
- Member of national education/training committee or other relevant committee of professional body.
- Manage, or advise at a national level on, the development of professional practice by improving translation of knowledge gained from research activity into application and vice versa, e.g. improved outcomes or professional delivery, or the application of new methods.
- Identify and develop new markets/enterprises or professional development/executive education programmes that would benefit the University and its community.
- Achieved or working towards (or the equivalent of) fellowship or other advanced status of the relevant professional body, where applicable.

Excellence in leadership

- Take a leading role in promoting and disseminating innovation and improvements in professional practice, including managing the development of others.
- Take a leading role in managing the development of others within the school/faculty or professional team.
- Influence the national debate on professional development in the relevant field.

Professor

Threshold requirements

- Maintain an in-depth technical knowledge and up-to-date understanding of national and international developments affecting the practice of the profession.
- Develop continuously and maintain, an international reputation in the professional field.
- Undertake all work in line with codes of conduct and standards as set out by the relevant professional body, where applicable.
- Lead and engage in a broad range of activities that influence society, economy, industry, government or public policy, e.g. by providing consultancy and policy advice to public or regulatory bodies, holding advisory board membership of professional organisations, or undertaking public engagement activities in the UK and/or overseas.

Excellence in delivery

- Demonstrate sustained use of well-developed expertise in the area of professional practice to continuously develop and deliver technical and applied knowledge to students and to make innovations in teaching & learning, evidencing significant and sustained educational benefits, for example to student experience or outcomes.
- Demonstrate sustained and successful use of an extensive network of professional colleagues across a variety of organisations and sectors, nationally and internationally, to

improve student education and experience and to improve employability at home and overseas.

- Demonstrate an externally recognised track record of sustained outstanding professional practice competence at a national and international level, where applicable.
- Demonstrate a significant record of enhancement of the reputation of Queen Mary and/or the professional organisation via professional practice, where applicable.

Excellence in development

- Author and publish leading professional texts or other pedagogical work.
- Direct or provide strategic advice at a national/international level on the development of professional practice to improve translation of knowledge gained from research activity into application, e.g. improved outcomes or professional delivery, or the application of new methods.
- Achieved highest fellowship (or the equivalent of) status of the relevant professional body, where applicable.

Excellence in leadership

- Lead/chair national education/training committee or other relevant committee of professional body; lead co-ordinator in professional accreditation.
- Lead internationally on the promotion and dissemination of innovation and improvements in professional practice.
- Provide strategic leadership at a school/faculty level or of a professional-practice team.
- Direct the national debate, or contributes to the international debate, on professional development in the relevant field.
- Lead in development and sustained successful delivery of professional development/executive education courses, new enterprises, attracting new clients or enrolments or repeat business, or enriching established partnerships.
- Consulted on policy matters at national/ international level.