Criteria for Promotion for

Senior Honorary Staff from Research Councils or Consultants/Community Physicians in the NHS

(to Honorary Reader/Clinical Reader, Professor/Clinical Professor, Professor of Practice)

Overview

Non-Clinical Honorary
(time limited)

Honorary Senior Lecturer  Reader  Professor / Professor of Practice

Clinical Honorary
(time limited)

Honorary Clinical Senior Lecturer  Clinical Reader  Clinical Professor / Professor of Practice

Stage 1: Departmental review
a. Department supported
b. Department not supported (personal application)

Stage 2: College evaluation

1. Applications for promotion to senior honorary positions of Reader/Clinical Reader, Professor/Clinical Professor. Each role requires a different and increasing level of contribution. Contributions are expected (in varying degrees) in all four areas of education, research, leadership and management/administration and profession and practice.

2. The Non-clinical or Clinical Professor of Practice (Honorary) role bridges the interface between a strictly academic role, and a senior professional or clinical role. The conferment of this title recognises outstanding contributions to the College in one or more of three areas (education, leadership and management, profession and practice). Please see detailed criteria below.

3. The College has a flexible approach to its routes for promotion and will judge each individual case on its merits.
4. As an individual's career develops, he or she may be promoted from the lowest level to the highest, or to any intermediate level, as long as the criteria for the relevant level of promotion are met.

**General Criteria for Promotion**

The College takes into account contributions to:

- Education,
- Research,
- Leadership and management,
- Profession and practice.

These four activities – education, research, leadership and management, profession and practice – are interrelated and candidates will be expected to demonstrate achievements in all these activities but to different extents. Each individual case will be judged on its merits: the relative weightings between the various achievements, and the level of attainment in each, will determine the most appropriate promotion.

The Application Form provides a framework that enables applicants to showcase their contributions and how they meet the criteria.

**Indicators of Achievement**

a. **Education**

Activities include creative and clear teaching that shows a well-developed understanding of how students learn effectively; innovative and flexible methods of delivery that enhance student learning; contribute to the development of on-line digital learning; the development and design of appropriate curricula and courses; organisation and coordination of complex undergraduate and postgraduate programmes; the design of appropriate assessment methods; teaching and assessing students with special learning needs; delivering teaching that recognises a diverse student cohort; effective feedback; course evaluation; incorporating change to meet the changing needs of students and the profession; tutoring; student support, welfare, pastoral care, outreach work; fostering students’ self-confidence and self-esteem to promote participation; teaching on transferable skills programmes, and completing and teaching quality requirements.

Measures of recognition include the effective and/or innovative management of educational programmes; teaching existing courses extremely well; creating new courses or revitalising existing courses; commendations by external examiners; the receipt of teaching awards; the achievement of a College or national learning and teaching qualification; membership of national and/or international educational committees; membership of educational and accreditation committees of professions; acting as an external examiner; contributions to student welfare and pastoral care;
research student supervision; publications on teaching practice; publications on educational research.

**Progression up the career ladder to Reader, Professor or Professor of Practice will involve** a broadening of the contribution to education, from excellence in teaching delivery, through to the organisation and management of departmental education and student support activity, through to leadership in education research, and leadership on educational matters at faculty and/or College level.

The following activities provide an indication of the activities that might be expected where “Education” is playing a dominant role in an application:

**to Reader/Clinical Reader**

- Significant evidence of contributions to education within the department that have led to improvements and/or innovation in courses/module design and delivery.
- Significant contribution to tutoring and/or welfare of students and/or support for lecturers.
- Thorough evaluation of courses and modules taking into account student learning and the validity of the curriculum.

**Reader/Clinical Reader to Professor/Clinical Professor or Professor of Practice**

- Evidence of excellence in teaching delivery and/or innovative practice which has greatly enhanced and/or changed the nature of learning and teaching in the applicant’s field.
- Significant impact on the design and management of the curriculum and courses within the department.
- Strong evidence of national and international research into the effectiveness and validity of education programmes and curricula.
- Significant contribution to leadership in education within the department and/or the College.
- An impact on the College’s reputation for excellence in education within the wider community.

**b. Research**

**Activities include** undertaking independent and collaborative research; developing research proposals and funding bids and winning financial support; planning, leading and directing research activity and managing a research team; presenting findings at conferences; publishing results of research which leads to an established reputation; planning and leading research activities of outstanding quality and national/international repute, which advance the reputation of the department and the College; providing expert advice, internally and externally; contributing to the development and implementation of departmental/faculty research strategy.

**Measures of recognition include** the quality and quantity of research output; a sustained track record in attracting research funding and identifying funding resources; a national and/or international reputation for research, reflected in level of output, level
of innovation and the impact on the discipline or profession; widely recognised excellence and reputation among peers; the award of prizes; giving prestigious lectures; membership of national and international committees e.g. Research Council and professional or government committees; work on editorial boards of scholarly journals; visiting appointments at other institutions.

**Progression in research will involve** a growing national and international reputation combined with individuals making an increasing impact on their discipline or profession. At the Senior Lecturer level originality is important; seminal research and influence become of increasing importance in moving to Reader/Clinical Reader and Professor/Clinical Professor or Professor of Practice.

c. **Leadership and Management**

**Activities include**, in addition to managing the individual’s own work, contributing to the management of the department/faculty/College, e.g. contribute to the process of admissions, examinations and quality assessment; formulate research and teaching strategy; monitor and ensure effective management of assets and budgets; recruiting and selecting staff; managing and motivating staff to achieve their objectives; promoting equality and implementing equal opportunities; undertaking effective performance and development reviews; acting as an Academic Adviser or mentor; membership of internal and external committees; acting as an Athena SWAN coordinator; involvement in advancement activities; involvement in public engagement activities; collaborative working.

**Measures of recognition include** proven capability to lead and design research/teaching programmes; effective and innovative formulation of research and teaching strategy; staff management skills that lead to enhanced team performance; an active interest in personal development and developing others; regular involvement in staff development activities to develop academic, management and personal effectiveness skills; evidence of managing change successfully, making effective decisions and solving managerial problems.

**Academic leadership becomes of increasing importance** in moving to Reader/Clinical Reader and Professor/Clinical Professor or Professor of Practice.

d. **Profession and Practice**

**Activities include** involvement in consultancies; contributing to continuing professional development; membership and/or leadership of respected institutions/organisations/peer review bodies; acting as an expert witness; contributing to improvements in clinical management and processes; contributing to improvements in healthcare.

**Measures of recognition include** medals and awards; a major role in changing and improving professional practices; creative contributions to projects; industrial/medical application of research findings; innovations in healthcare that are recognised by a significant audience; patents; industrial initiatives arising out of research such as spin-out companies etc.
In progressing up the career ladder to Professor/Clinical Professor or Professor of Practice, it is highly likely that the national and international standing of an individual will have had an impact on his or her relevant profession.