

**London South Bank**  
University

**London South Bank University Academic Framework**  
**October 2015**

Generic post  
descriptor

Title: Lecturer

Grade: 7

The post will be held by an academic who will carry out educational activities and will provide support for the full range of School activities; the individual is expected to develop scholarship within their discipline through research, knowledge transfer or professional practice.

**Role Summary**

To contribute to learning and teaching, research, knowledge transfer and professional practice, to the benefit of students, the School, the University and the wider community.

**Lecturers are expected to carry out the core activities in all three areas (a-c, see table below), and with the support of a mentor where appropriate, develop some higher level achievements with national impact in their discipline.**

Lecturers will discuss an appropriate and reasonable balance of activities with their line manager at their annual review, to contribute to the needs of the School and University, and to support their personal development. It is expected that lecturers will start to achieve some higher level outputs as they gain experience, allowing them to develop the skills and activities for promotion to Senior Lecturer.

<p><b><i>a) Learning and teaching</i></b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Delivery of high quality teaching</li> <li>• Developing effective educational materials</li> <li>• Achieving predominantly strong module feedback and high student success on taught modules</li> </ul>	<p><b>Higher level examples</b></p> <ul style="list-style-type: none"> <li>• Contribute to and/or write for publication in journals or other appropriate media</li> <li>• Contribute to conferences through lectures or poster presentations</li> <li>• Win educational grants</li> <li>• Receive educational recognition (e.g. nomination for awards or external acknowledgement)</li> <li>• Active contributor to university or national learning and teaching networks or groups, and to relevant national professional bodies</li> </ul>
<p><b><i>b) Research, knowledge transfer and professional impact</i></b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Remain abreast of the developments in their academic discipline</li> <li>• Actively support School/University activities that promote or develop research, KT and professional practice</li> </ul>	<p><b>Higher level</b> Achievements in some of the following areas, at a level consistent with national impact in their discipline:</p> <p><b>(i) Research – higher level examples</b></p> <ul style="list-style-type: none"> <li>• Contribute to and/or write up research findings for publication in nationally recognised academic media</li> <li>• Other research outputs (e.g. exhibitions, compositions, direction/production of performances etc.)</li> <li>• Research grants as principal or co- investigator</li> <li>• PhD supervision</li> <li>• Research presentations at symposia and conferences</li> </ul> <p><b>(ii) Knowledge transfer – higher level examples</b></p> <ul style="list-style-type: none"> <li>• Contribute to the preparation of bids for external funding in areas such as applied research with industry, or educational partnerships and collaborations</li> <li>• Coordinate and/or delivering CPD</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop patents and spin out companies</li> <li>• Develop research to provide impact in society or in the economy</li> </ul> <p><b>(iii) Professional practice – higher level examples</b></p> <ul style="list-style-type: none"> <li>• Fellowship (or equivalent) of professional bodies</li> <li>• Contribute to successful bids for commissioning of professional education, or contribute to major commissions</li> <li>• Contribute to higher level CPD in the discipline</li> <li>• Assist with organising conferences, symposia and seminar programmes</li> </ul>
<p><i>c)</i></p> <p><b><i>Administration, management, leadership and citizenship</i></b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Administration required for the smooth running of the School</li> <li>• Support for the core business of the School (i.e. recruitment, student experience, research environment)</li> <li>• External engagement as appropriate (with the professional discipline, local community, schools and colleges, employers, international partners)</li> <li>• Receive mentoring from senior or more experienced colleagues, and develop team-working skills</li> <li>• Commitment to all areas of activity including EDI and the LSBU Behavioural Framework</li> </ul>	<p><b>Higher level (examples)</b></p> <ul style="list-style-type: none"> <li>• Academic leadership at module level, or through contribution to School/University activities</li> <li>• Assist with professional contributions and collaborations with charities/NGOs</li> </ul>

**Generic post  
descriptor**

**Title: Senior Lecturer**

**Grade: 8**

The post will be held by an academic with a sustained track record within their discipline, including activities with national impact in education, research, knowledge transfer or professional practice.

Role Summary

To contribute to learning and teaching, research, knowledge transfer and professional practice, to the benefit of students, the School, the University and the wider community. Senior Lecturers are expected to conduct duties such as Course Director role, citizenship activities associated with recruitment, internationalisation and student experience.

**Senior Lecturers would be expected to carry out the core activities in all three areas (a-c, see table below), and normally deliver higher level achievements in at least two of the areas, demonstrating national impact in their discipline and possibly international impact in some areas. Excellence in one area alone however, could also allow post-holders to fulfil the role criteria.**

Senior Lecturers will discuss an appropriate and reasonable balance of activities with their line manager at their annual review, to contribute to the needs of the School and University, and to support their personal development.

<p><b><i>a) Learning and teaching</i></b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Delivery of high quality teaching</li> <li>• Developing effective and original educational materials</li> <li>• Achieving predominantly strong module feedback and high student success on taught modules</li> </ul>	<p><b>Higher level examples</b></p> <ul style="list-style-type: none"> <li>• Produce materials that are used at other institutions</li> <li>• Write and/ or contribute to publications, and disseminate research findings using appropriate academic media</li> <li>• Contribute to conferences through lectures or poster presentations</li> <li>• Win educational grants</li> <li>• Receive educational awards</li> <li>• Active and recognized contributor to internal or external learning and teaching networks/groups, and to relevant professional bodies</li> <li>• UG external examinership</li> </ul>
<p><b><i>b) Research, knowledge transfer and professional impact</i></b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Remain abreast of the developments in their academic discipline</li> <li>• Actively support School/University activities that promote or develop research, KT and professional practice</li> </ul>	<p><b>Higher level</b></p> <p>Achievements in one or more of the following three areas (i-iii), at a level consistent with national impact in their discipline:</p> <p>(iv) <b>Research – higher level examples</b></p> <ul style="list-style-type: none"> <li>• Publications (journals, books, chapters that are nationally leading/excellent)</li> <li>• Other high quality research outputs (e.g. exhibitions, compositions, direction/production of performances etc.)</li> <li>• Research grants as principal investigator</li> <li>• PhD supervision</li> <li>• Research presentations at symposia and conferences</li> </ul>

- PhD external examinership

**(v) Knowledge transfer – higher level examples**

- Win significant external funding in areas such as applied research with industry, or educational partnerships and collaborations, either as the lead applicant or jointly with colleagues
- Coordinate and/or deliver CPD
- Develop patents and spin out companies
- Develop research to provide impact in society or in the economy

**(vi) Professional practice – higher level examples**

- Fellowship (or equivalent) of professional bodies
- Engagement with professional decision-making bodies
- Contribute to successful bids for commissioning of professional education, or contribute to major commissions
- Manage higher level CPD in the discipline
- Hold editorial positions (including Journal Editorial Boards)
- Conference organisation (e.g. national conference/programme chairs and programme committee)

<p><i>c)</i></p> <p><b><i>Administration, management, leadership and citizenship</i></b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Administration required for the smooth running of the School</li> <li>• Support for the core business of the School (i.e. recruitment, student experience, research environment)</li> <li>• External engagement as appropriate (with the professional discipline, local community, schools and colleges, employers, international partners)</li> <li>• Mentorship of colleagues</li> <li>• Commitment to all areas of activity including EDI and the LSBU Behavioural Framework.</li> </ul>	<p><b>Higher level (examples)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate successful academic leadership within the School</li> <li>• Contribute to University committees or panels</li> <li>• Contribute to and/or lead professional contributions and collaborations with charities/NGOs</li> </ul>
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Generic post  
descriptor

Title: Associate Professor

Grade: 9

The post will be held by an experienced academic with a strong track record within their discipline, including activities with national or international impact in education, research, knowledge transfer or professional practice.

### Role summary

Building on the duties and responsibilities of a grade 8 Senior Lecturer post, Associate Professors are expected to provide leadership in research, learning and teaching, knowledge transfer and professional practice, to the benefit of students, the School, the University and the wider community.

**Associate Professors are expected to carry out the core activities in all three areas (a-c, see table below). They are also expected to deliver higher level achievements in at least two of the areas, demonstrating national/international impact in their discipline. Excellence in one area alone, however, could also allow post-holders to fulfil the role criteria.**

Associate Professors will discuss an appropriate and reasonable balance of activities with their line manager at their annual review, to contribute to the needs of the School and University, and to support their personal development.

<p><b><i>a) Learning and teaching</i></b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Delivery of high quality teaching</li> <li>• Developing effective and innovative educational materials</li> <li>• Achieving strong module feedback and high student success on taught modules</li> </ul>	<p><b>Higher level examples</b></p> <ul style="list-style-type: none"> <li>• Produce materials that have impact at other institutions</li> <li>• Publish influential textbooks</li> <li>• Publish in educational journals and other academic media</li> <li>• Contribute to education conferences through lectures or poster presentations</li> <li>• Win significant external educational grants</li> <li>• Receive national educational awards</li> <li>• UG external examinership</li> <li>• Significant and recognized contributor to university, national or international learning and teaching networks or groups, and/or to relevant national professional bodies as appropriate.</li> </ul>
<p><b><i>b) Research, knowledge transfer and professional practice</i></b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Remain abreast of the developments in their academic discipline</li> <li>• Actively support School/University activities that promote or develop research, KT and professional practice</li> </ul>	<p><b>Higher level</b></p> <p>Achievements in one or more of the following three areas (i-iii), at a level consistent with international impact in their discipline:</p> <p><b>(i) Research – higher level examples</b></p> <ul style="list-style-type: none"> <li>• Publications (journals, books, chapters that are internationally recognized/excellent)</li> <li>• Other high quality research outputs (e.g. exhibitions, compositions, direction/production of performances etc.)</li> <li>• Research grants as principal investigator</li> <li>• PhD supervision</li> <li>• Research presentations at symposia and conferences</li> <li>• Awards, fellowships of learned societies, prizes</li> <li>• Grant Awards Reviewer (e.g. RCUK Peer Review College; EU Horizon 2020, etc.)</li> <li>• PhD external examinership</li> </ul>

**(ii) Knowledge transfer - higher level examples**

- Winning major external funding for applied research with industry
- Winning major educational funding (e.g. partnerships and collaborations)
- Coordinating and/or delivering high level/high value CPD
- Developing patents and spin-out companies
- Evidence of impact through working with high profile organisations
- Developing research to provide impact in society or in the economy
- Holding positions on national and/or international strategic advisory bodies

**(iii) Professional practice - higher level examples**

- Fellowship/Senior Fellowship (or equivalent) of professional bodies
- Evidence of impact with professional decision-making bodies
- Leading successful bids for major commissioning of professional education
- Leading high level CPD in the discipline
- Holding editorial positions (including Journal Editorial Boards)
- Conference organisation (e.g. conference/programme chairs and programme committee - national and international)

<p><i>c)</i></p> <p><b><i>Administration, management, leadership and citizenship</i></b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Administration required for the smooth running of the School</li> <li>• Support for the core business of the School (e.g. recruitment, student experience, research environment)</li> <li>• External engagement as appropriate (with the professional discipline, local community, schools and colleges, employers, international partners)</li> <li>• Mentorship of colleagues</li> <li>• Contribution to areas such as ethical approvals and staff appointments</li> <li>• Commitment to all areas of activity including EDI and the Behavioural Framework</li> </ul>	<p><b>Higher level (examples)</b></p> <ul style="list-style-type: none"> <li>• Sustained demonstration of successful management and leadership within the School, including conducting annual appraisals</li> <li>• Significant institutional impact through contribution to University committees or panels</li> <li>• Work with charities/NGOs with national or international impact</li> <li>• Membership of national/international panels or committees</li> <li>• Recognition through national/international awards</li> </ul>
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## Competence Criteria

Title: Professor

Grade: (Level A)

Professors are acknowledged as leading authorities in their field, possessing in-depth understanding of their discipline to enable them to lead the development of new knowledge, innovation and applications in their specialism. For a Level A Professor, the post will be held by an experienced academic with a strong sustained track record within their discipline, including activities with national or international impact in education, research, knowledge transfer or professional practice.

### **Role summary**

To provide leadership in research, learning and teaching, knowledge transfer and professional practice, to the benefit of students, the School, the University and the wider community. Level A Professors are expected to conduct typical duties of an Associate Professor (e.g. Course Director role, Head of Division, citizenship activities associated with recruitment, internationalisation and student experience), as well as carrying out significant School roles, either managing areas of research or education, or taking on important responsibilities aligned with the School's priorities, and to contribute to panels for processes such as ethical approvals or academic appointments.

**Professors at Level A would be expected to carry out the core activities in all three areas (a-c, see table below), and normally to deliver significant higher level achievements in at least two of the areas, demonstrating national/international impact in their discipline over a substantial period and to be able to evidence achievements that would be acknowledged within the higher education sector as being of a professorial level.**

Professors will discuss an appropriate and reasonable balance of activities with their line manager at their annual review, to contribute to the needs of the School and University, and to support their personal development.

<p><b><i>a) Learning and teaching</i></b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Delivery of high quality teaching</li> <li>• Developing innovative educational materials</li> <li>• Achieving strong module feedback and high student success on taught modules</li> </ul>	<p><b>Higher level (examples)</b></p> <ul style="list-style-type: none"> <li>• Produce materials that have impact at other institutions</li> <li>• Publish influential textbooks</li> <li>• Publish in educational journals and other academic media</li> <li>• Contribute to conferences through lectures or poster presentations</li> <li>• Win significant external educational grants</li> <li>• Receive national /international educational awards</li> </ul>
<p><b><i>b) Research, knowledge transfer and professional impact</i></b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Remain abreast of the developments in their academic discipline</li> <li>• Actively support School/University activities that promote or develop research, KT and professional practice</li> <li>• Leadership activities to support research, KT or professional practice.</li> </ul>	<p><b>Higher level</b> Sustained achievements in a significant number of the following areas, at a level consistent with international impact in their discipline:</p> <p><b>(i) Research – higher level examples</b></p> <ul style="list-style-type: none"> <li>• Publications (journals, books, chapters that are internationally recognised/excellent)</li> <li>• Other high quality research outputs (e.g. exhibitions, compositions, direction/production of performances etc.)</li> <li>• Research grants as principal investigator</li> <li>• PhD supervision</li> <li>• Research presentations at symposia and conferences</li> <li>• Awards, fellowships of learned societies, prizes</li> <li>• Grant Awards Reviewer (e.g. RCUK Peer Review College; EU Horizon 2020, etc.)</li> <li>• PhD External Examinership (PhD)</li> </ul>

**(ii) Knowledge transfer – higher level examples**

- Winning major external funding for applied research with industry
- Winning major educational funding (e.g. partnerships and collaborations)
- Coordinating and/or delivering high level/high value CPD
- Developing patents and spin out companies
- Achieving impact through working with high profile organisations
- Developing research to provide impact in society or in the economy
- Holding positions on national and international strategic advisory bodies (e.g. UN, WHO, ILO)

**(iii) Professional practice – higher level examples**

- Fellowship/Senior Fellowship (or equivalent) of professional bodies
- Evidence of impact with professional decision-making bodies
- Leading successful bids for major commissioning of professional education
- Contributing to high level CPD in the discipline
- Holding editorial positions (including Journal Editorial Boards)
- Conference organisation (e.g. conference/programme chairs and programme committee – national and international)

<p><i>c)</i></p> <p><b><i>Administration, management, leadership and citizenship</i></b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Administration required for the smooth running of the School</li> <li>• Support for the core business of the School (i.e. recruitment, student experience, research environment)</li> <li>• External engagement as appropriate (with the professional discipline, local community, schools and colleges, employers, international partners)</li> <li>• Mentorship of colleagues</li> <li>• Trained to contribute to areas such as ethical approvals, annual appraisals, and staff appointments</li> <li>• Demonstrate leadership in all areas of activity including EDI and the LSBU Behavioural Framework</li> </ul>	<p><b>Higher level (examples)</b></p> <ul style="list-style-type: none"> <li>• Sustained demonstration of successful management and leadership within the School</li> <li>• Significant institutional impact through contribution to University committees or panels</li> <li>• Work with charities/NGOs with national or international impact</li> <li>• Membership of national/international panels or committees</li> <li>• Recognition through national/international awards.</li> </ul>
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## Competence Criteria

Title: Professor

Grade: (Level B)

Professors are acknowledged as leading authorities in their field, possessing in-depth understanding of their discipline to enable them to lead the development of new knowledge, innovation and applications in their specialism. For a Level B Professor, the post will be held by an experienced academic with a sustained, excellent track record within their discipline, including activities with national or international impact in education, research, knowledge transfer or professional practice.

### Role summary

To provide leadership in research, learning and teaching, knowledge transfer and professional practice, to the benefit of students, the School, the University and the wider community. Professors at this level are expected to conduct typical duties of a Level B Professor, carrying out significant School roles, either managing areas of research or education, or taking on important responsibilities aligned with the School's priorities, contributing to panels for processes such as ethical approvals or academic appointments, and contributing to University committees, panels and processes.

**Professors at Level B would be expected to carry out the core activities in all three areas (a-c, see table below), and normally to deliver excellence in higher level achievements in at least two of the areas, demonstrating national/international impact in their discipline over a substantial period, and to be able to evidence achievements that would be acknowledged within the higher education sector as demonstrating a major impact within their discipline.**

Professors will discuss an appropriate and reasonable balance of activities with their line manager at their annual review, to contribute to the needs of the School and University, and to support their personal development.

<p><b><i>a) Learning and teaching</i></b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Delivery of high quality teaching</li> <li>• Developing innovative educational materials</li> <li>• Achieving strong module feedback and high student success on taught modules</li> </ul>	<p><b>Higher level (examples)</b></p> <ul style="list-style-type: none"> <li>• Produce materials that have impact at other institutions</li> <li>• Publish influential textbooks</li> <li>• Publish in educational journals and other academic media</li> <li>• Contribute to conferences through lectures or poster presentations</li> <li>• Win significant external educational grants</li> <li>• Receive national/international educational awards</li> </ul>
<p><b><i>b) Research, knowledge transfer and professional impact</i></b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Remain abreast of the developments in their academic discipline</li> <li>• Actively support School/University activities that promote or develop research, KT and professional practice</li> <li>• Leadership activities to support research, KT or professional practice.</li> </ul>	<p><b>Higher level</b> Sustained achievements in a significant number of the following areas, at a level consistent with international impact in their discipline:</p> <p><b>(i) Research – higher level examples</b></p> <ul style="list-style-type: none"> <li>• Publications (journals, books, chapters that are internationally recognised/excellent)</li> <li>• Other high quality research outputs (e.g. exhibitions, compositions, direction/production of performances etc.)</li> <li>• Research grants as principal investigator</li> <li>• PhD supervision</li> <li>• Research presentations at symposia and conferences</li> <li>• Awards, fellowships of learned societies, prizes</li> <li>• Grant Awards Reviewer (e.g. RCUK Peer Review College; EU Horizon 2020, etc.)</li> <li>• PhD External Examinership (PhD)</li> </ul>

**(ii) Knowledge transfer – higher level examples**

- Winning major external funding for applied research with industry
- Winning major educational funding (e.g. partnerships and collaborations)
- Coordinating and/or delivering high level/high value CPD
- Developing patents and spin out companies
- Achieving impact through working with high profile organisations
- Developing research to provide impact in society or in the economy
- Holding positions on national and international strategic advisory bodies (e.g. UN, WHO, ILO)

**(iii) Professional practice – higher level examples**

- Senior Fellowship (or equivalent) of professional bodies
- Evidence of impact with professional decision-making bodies
- Leading successful bids for major commissioning of professional education
- Contributing to high level CPD in the discipline
- Holding editorial positions for top journals (including Journal Editorial Boards)
- Conference organisation (e.g. conference/programme chairs and programme committee – national and international)

<p><i>c)</i></p> <p><b><i>Administration, management, leadership and citizenship</i></b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Administration required for the smooth running of the School</li> <li>• Support for the core business of the School (i.e. recruitment, student experience, research environment)</li> <li>• External engagement as appropriate (with the professional discipline, local community, schools and colleges, employers, international partners)</li> <li>• Mentorship of colleagues</li> <li>• Trained to contribute to areas such as ethical approvals, annual appraisals, and staff appointments</li> <li>• Demonstrate leadership in all areas of activity including EDI and the LSBU Behavioural Framework</li> </ul>	<p><b>Higher level (examples)</b></p> <ul style="list-style-type: none"> <li>• Sustained demonstration of successful management and leadership within the School</li> <li>• Significant institutional impact through contribution to University committees or panels</li> <li>• Work with charities/NGOs with national or international impact</li> <li>• Membership of national/international panels or committees</li> <li>• Recognition through national/international awards.</li> </ul>
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## Competence Criteria

## Title: Professor

## Grade: (Level C)

Professors are acknowledged as leading authorities in their field, possessing in-depth understanding of their discipline to enable them to lead the development of new knowledge, innovation and applications in their specialism. For a Level C Professor, the post will be held by an experienced academic with a sustained, outstanding track record within their discipline, including activities with international impact in education, research, knowledge transfer or professional practice.

### Role summary

To provide leadership in research, learning and teaching, knowledge transfer and professional practice, to the benefit of students, the School, the University and the wider community. Professors at this level are expected to conduct typical duties of a Level C Professor, carrying out significant School roles, either managing areas of research or education, or taking on important responsibilities aligned with the School's priorities, contributing to panels for processes such as ethical approvals or academic appointments, and contributing to University committees, panels and processes.

**Professors at Level C would be expected to carry out the core activities in all three areas (a-c, see table below), and normally to deliver excellence in higher level achievements in at least two of the areas, demonstrating national/international impact in their discipline over a substantial period, and to be able to evidence achievements that would be acknowledged within the higher education sector as demonstrating outstanding, world-leading impact within their discipline.**

Professors will discuss an appropriate and reasonable balance of activities with their line manager at their annual review, to contribute to the needs of the School and University, and to support their personal development.

<p><b><i>a) Learning and teaching</i></b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Delivery of high quality teaching</li> <li>• Developing innovative educational materials</li> <li>• Achieving strong module feedback and high student success on taught modules</li> </ul>	<p><b>Higher level (examples)</b></p> <ul style="list-style-type: none"> <li>• Produce materials that have impact at other institutions</li> <li>• Publish influential textbooks</li> <li>• Publish in educational journals and other academic media</li> <li>• Contribute to conferences through lectures or poster presentations</li> <li>• Win significant external educational grants</li> <li>• Receive international educational awards</li> </ul>
<p><b><i>b) Research, knowledge transfer and professional impact</i></b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Remain abreast of the developments in their academic discipline</li> <li>• Actively support School/University activities that promote or develop research, KT and professional practice</li> <li>• Leadership activities to support research, KT or professional practice.</li> </ul>	<p><b>Higher level</b> Sustained achievements in a significant number of the following areas, at a level consistent with international impact in their discipline:</p> <p><b>(i) Research – higher level examples</b></p> <ul style="list-style-type: none"> <li>• Publications (journals, books, chapters that are internationally recognised/excellent)</li> <li>• Other high quality research outputs (e.g. exhibitions, compositions, direction/production of performances etc.)</li> <li>• Research grants as principal investigator</li> <li>• PhD supervision</li> <li>• Keynote research presentations at international symposia and conferences</li> <li>• Awards, fellowships of learned societies, prizes</li> <li>• Grant Awards Reviewer (e.g. RCUK Peer Review College; EU Horizon 2020,</li> </ul>

etc.)

- PhD External Examinership (PhD)

**(ii) Knowledge transfer – higher level examples**

- Winning major external funding for applied research with industry
- Winning major educational funding (e.g. partnerships and collaborations)
- Coordinating and/or delivering high level/high value CPD
- Developing patents and spin out companies
- Achieving impact through working with high profile organisations
- Developing research to provide impact in society or in the economy
- Holding positions on national and international strategic advisory bodies (e.g. UN, WHO, ILO)

**(iii) Professional practice – higher level examples**

- Senior Fellowship (or equivalent) of professional bodies
- Evidence of impact with professional decision-making bodies
- Leading successful bids for major commissioning of professional education
- Contributing to high level CPD in the discipline
- Holding editorial positions for top journals (including Journal Editorial Boards)
- International conference organisation (e.g. chairing conferences/programmes and programme committees)

<p><i>c)</i></p> <p><b><i>Administration, management, leadership and citizenship</i></b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Administration required for the smooth running of the School</li> <li>• Support for the core business of the School (i.e. recruitment, student experience, research environment)</li> <li>• External engagement as appropriate (with the professional discipline, local community, schools and colleges, employers, international partners)</li> <li>• Mentorship of colleagues</li> <li>• Trained to contribute to areas such as ethical approvals, annual appraisals, and staff appointments</li> <li>• Demonstrate leadership in all areas of activity including EDI and the LSBU Behavioural Framework</li> </ul>	<p><b>Higher level (examples)</b></p> <ul style="list-style-type: none"> <li>• Sustained demonstration of successful management and leadership within the School</li> <li>• Significant institutional impact through contribution to University committees or panels</li> <li>• Leading work with charities/NGOs with international impact</li> <li>• Chairing of international panels or committees</li> <li>• Recognition through international awards</li> </ul>
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