

**Academic Promotion Criteria
Academic Clinician
Grades 7-9**

The Academic Clinician career track is an optional pathway for roles with a significant clinical practice component, to encompass medical, dental and veterinary academic clinicians (contractual and pay differences remain). A “significant” clinical practice component shall normally mean 5 Programmed Activities or 50% of normal working time assigned to clinical service activity. Clinical staff continue to have access to the other academic career tracks as appropriate.

	Grade 7 – Associate Academic Clinician	Grade 8 – Academic Clinician	Grade 9 – Senior Academic Clinician
SECTION A: CLINICAL SERVICE	Excellence is demonstrated by providing evidence of how the reported activities deliver and enhance clinical care, including contributing to clinical service innovation, effectiveness and efficiency.		
	<p>Evidence of delivery of high-quality clinical practice as independent professional and team member, supported by evidence of relevant professional skills and/or positive client feedback.</p> <p>Evidence of breadth and depth of knowledge and skills in a specialist clinical area.</p> <p>Post-graduate clinical experience of a sufficient standard to meet the credentials of a clinical accrediting board, e.g. European/Royal College or equivalent.</p> <p>Evidence of contribution to clinical income as both an individual and as part of a clinical team.</p>	<p>Evidence of delivery of high-quality and advanced clinical practice as independent professional and senior team member, supported by evidence of relevant professional skills and/or positive client feedback.</p> <p>Recognised clinical postgraduate qualification demonstrating advanced clinical skills, knowledge and discipline-specific outputs, e.g. European / Royal College or equivalent.</p> <p>Evidence of clinical management responsibility, e.g. acting as a clinical team leader/deputy.</p> <p>Evidence of contribution to significant clinical income, as both an individual and as part of a clinical team that permits sustainable expansion/enhancement of existing services, growth of new services and, where relevant, enhanced student experience.</p>	<p>Externally recognised clinical practice of national/ international standing, enhancing individual and institutional reputation.</p> <p>Successful leadership and management of a clinical group, including resource planning, delivery of clinical projects and staff management.</p> <p>Evidence of leading the generation of significant clinical income that permits sustainable expansion/enhancement of existing services, growth of new services or, and where relevant, enhanced student experience.</p>

***NB: This criteria area is only used where clinical work is performed directly for the University. Where clinical work is performed for the NHS or other third party under an honorary contract the volume of activity expected in the other areas will be reduced accordingly.**

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SECTION B: RESEARCH & SCHOLARSHIP	<p>Excellence: Please refer to indicators of quality as appropriate to your discipline. Examples include: reference to REF panel criteria, article-level citation metrics or external recognition, e.g. prizes awarded. In the case of jointly authored outputs, please state your contribution to the work¹.</p> <p>Outputs should meet funder and REF requirements for Open Access². They should exemplify best practice in open research, as appropriate to the discipline, including through the transparency of data, methods, materials, design and analysis, and practices that support replication³.</p>		
	B1: Outputs	A record of scholarly output over career to date which includes at least 4 outputs in the most recent 6-year period in discipline-specific journals.	A record of high-quality scholarly outputs which includes at least 4 high-quality outputs in the most recent 6-year period in highly ranked discipline-specific journals.
B2: Award Generation	Excellence is reflected not only in the volume of funding but also in the prestige of funder or scheme (e.g. fellowships, highly selective schemes).		
	Contribution to successful funding applications.	Major contribution to successful funding applications and strong evidence of application activity, including as Principal Investigator / equivalent or key contributor.	Leading successful funding applications, as Principal Investigator/equivalent or key contributor, recognised by PAF fractional ownership, including where relevant clinical trials and other clinical research projects, or regional/theme lead for large collaborative projects.
B3: Supervision	Excellence is demonstrated, for example, by the success of supervised students, completion rates, or student prizes.		
	Experience with PGR student/intern/resident supervision.	Lead or co-supervisor of PGR students/interns/residents, including international students.	Sustained track record as lead or co-supervisor of PGR students/interns/residents, including international students.

¹ The CASRAI (Consortia Advancing Standards in Research Administration Information) document may be helpful in articulating roles and contributions: http://dictionary.casrai.org/Contributor_Roles.

² <https://www.gla.ac.uk/myglasgow/openaccess/>

³ For guidance, refer to the eight Transparency and Openness Promotion (TOP) guidelines (<http://cos.io/top>) and the FAIR data principles, which aim to make data Findable, Accessible, Interoperable, and Reusable (<https://www.force11.org/group/fairgroup/fairprinciples>).

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SECTION C: IMPACT	<p>Excellence is demonstrated by providing evidence of how the reported activities might lead to impact <u>outside academia</u>.</p> <p>Examples of impact can cover any relevant dimension: economical, societal, cultural or policy- or health-related.</p>		
	<p>Participation in externally-facing engagement and/or communications activity, either alone or as part of a team. The activity should link your academic/clinical expertise with potential research users in any sector (public, private, cultural or charitable). Examples will include either specialist or general user communities of any size or type including the general public (engagement).</p>	<p>Planning and implementation of knowledge exchange aimed at delivering research and/or clinical findings and academic expertise to end users to help improve understanding, performance, policy and/or practice in any sector (public, private or voluntary, including specialist or general user communities of any size or type including the general public).</p> <p>Provision of advice to clinicians, research bodies and organisations. Communication of scholarly/clinical work to public/public bodies.</p> <p>Active involvement in networks, including organisation of events with external stakeholders.</p> <p>This activity, which might include collaboration, consultation, communication or contributions to widening access, should include evidence of successful engagement with research and/or clinical service users or other key stakeholders (including the public).</p>	<p>Sustained commitment to knowledge exchange aimed at maximising the delivered benefits from research, clinical and/or academic expertise and leading to changes in professional practice or human/animal health policy.</p> <p>Evidence of a track record of successful engagement with end users in an appropriate sector (public, private or voluntary, including specialist or general user communities of any size or type including the general public). This should lead to evidenced changes in practice or policy.</p> <p>Delivery of any defined consultancy or advisory work with or for external bodies in an appropriate sector.</p> <p>Provision of professional services, CPD, or the provision of professional advice to internal and external bodies, evidenced by contract, licence and/or consultancy income.</p>
SECTION D: LEARNING & TEACHING PRACTICE	<p>Excellence is demonstrated through substantial achievement as a practitioner, leader and manager or teaching that influences practice within or across disciplines.</p>		
	<p>Delivery of high-quality teaching, as judged by evaluation methods including student feedback and peer review.</p> <p>Evidence of an enhancement-based approach to teaching, supporting student learning and/or assessment.</p> <p>Contribution to the design and development of courses or programmes within the relevant subject area.</p> <p>Designing and marking of assessments with effective and timely feedback to students.</p> <p>Candidates should note any other achievements that contribute to evidence of their contribution to teaching excellence such as teaching awards and the development of subject-specific teaching materials/ educational resources or other guide.</p>	<p>A track record of a reflective and reasoned approach to teaching, course design, assessment and evaluation as evidenced through use of student feedback to evaluate and develop teaching and assessment and development of new teaching materials or methodologies influenced by pedagogy of the subject.</p> <p>Enhancement of learning and teaching may also be demonstrated through the effective use of technology to support teaching and assessment; effective approaches to employability/graduate attribute development; and adoption of active learning and inclusive learning approaches including internationalisation of the curriculum.</p> <p>Candidates should note any other achievements that constitute evidence of their contribution to teaching excellence, such as teaching awards and the development of subject-specific teaching materials/ educational resources or guides.</p>	<p>Substantial track record of reflective and reasoned approach to teaching, course design, assessment and evaluation as evidenced through use of student feedback to evaluate and develop teaching and assessment, and development of new teaching materials or methodologies influenced by pedagogy of the subject.</p> <p>Enhancement of learning and teaching may also be demonstrated through the effective embedding of technology to support teaching and assessment; effective approaches to employability/graduate attribute development; and adoption of active learning and inclusive learning approaches including internationalisation of the curriculum.</p> <p>Contributing to growth of the UG or PGT student population, including international students, resulting in new income streams.</p> <p style="text-align: right;">(cont.....)</p>

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SECTION D: LEARNING & TEACHING PRACTICE (continued)	Excellence is demonstrated through substantial achievement as a practitioner, leader and manager or teaching that influences practice within or across disciplines.		
			<p>External engagement in support of teaching in the discipline and/or generic improvements in the quality of learning and teaching including external examining of taught and research degrees.</p> <p>To have undertaken required training and development to support the high-quality delivery of teaching modules, as evidence, for example, by the completion of the PgCAP or other appropriate routes.</p> <p>Candidates should note any other achievements that constitute evidence of their contribution to teaching excellence, such as teaching awards and the development of subject-specific teaching materials/ educational resources or guides.</p>
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SECTION E: LEADERSHIP, MANAGEMENT & ENGAGEMENT	Excellence is demonstrated by the instigation of change within the University to the wider benefit of staff or students.		
	<p>Effective performance of academic/clinical administrative duties effectively, either within or on behalf of the Subject/School.</p> <p>Involved at Subject/School level including, where appropriate, a role in student guidance/pastoral/welfare activities and/or the professional arena outside the University.</p> <p>Planning and delivery of individual or joint objectives/projects as an individual and team member.</p>	<p>Sustained performance of academic/clinical administrative duties, either within or on behalf of the School including, e.g. course leadership, clinical service delivery and organisation.</p> <p>Engagement in the broader arena of the School/College, including an effective role in student guidance/pastoral/welfare type activities and/or the professional arena outside the University.</p> <p>Guidance and advice to junior colleagues and/or support staff where such opportunities exist.</p> <p>Contribution to the development of School clinical services strategy or teaching and research strategy.</p> <p>Significant contribution to international funded joint collaborations and projects.</p>	<p>Major contribution to Subject/School or College strategic planning or policy development.</p> <p>Successful delivery of a task which improves School/College performance, as evidenced by e.g. student recruitment/widening participation activities/partnership development/managing international projects.</p> <p>Engagement in quality enhancement theme networks or similar networks to support disciplinary and/or generic improvements in the quality of learning and teaching.</p> <p>Management of successfully externally funded international collaborations and projects.</p> <p>Service within the wider subject community, e.g. external examining, evidence of building effective relationships with leading (top 200 globally or top 3 in country) international universities, committee service within learned bodies.</p> <p>Track record in effective mentoring of staff/management of staff including, where appropriate, delivery of PDR.</p>

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SECTION F: ESTEEM	Excellence is intrinsically reflected in the peer-reviewed recognition of quality by an external body.		
	<p>Presentations at UK Higher Education Institution/ national and/or international conferences.</p> <p>Involvement in peer review of publications/grants.</p>	<p>Presenting and publishing academic research in an international environment.</p> <p>National reputation within a specialised field as evidenced by invitations to contribute to journals, conference, advice sought by professional bodies, government and industry or external recognition as a clinical expert.</p> <p>Engagement in peer review of publications/grants.</p> <p>Panel organisation of international conferences/events and at UK Higher Education Institutions.</p> <p>Effective research collaborations, within the UK and internationally.</p>	<p>Service within the subject community, e.g. committee service within learned bodies.</p> <p>Fellowship of, or senior involvement in, subject-specific society and/or international visiting appointment at a leading international university.</p> <p>Evidence of being a leading authority in subject discipline at a national level. For example, invited keynote talks at national/international conferences/events and UK Higher Education Institutes.</p> <p>Member of editorial board.</p> <p>Reviewer for research bodies, in the UK and internationally.</p> <p>Effective links with research funders.</p>