

**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 B1: Outputs	<p>Excellence: The University adopts the approach established by the Research Excellence Framework (REF) for assessing the quality of outputs, as appropriate to your discipline:</p> <p>Originality - the extent to which the output makes an important and innovative contribution to understanding and knowledge in the field.</p> <p>Rigour - the extent to which the work demonstrates intellectual coherence and integrity, and adopts robust and appropriate concepts, analyses, sources, theories and/or methodologies.</p> <p>Significance - the extent to which the work has influenced, or has the capacity to influence, knowledge and scholarly thought, or the development and understanding of policy and/or practice.</p> <p>The overall quality ratings are described as:</p> <p>4* - world-leading in terms of originality, significance and rigour.</p> <p>3* - internationally excellent in terms of originality, significance and rigour but which falls short of the highest standards of excellence.</p> <p>2* - recognised internationally in terms of originality, significance and rigour.</p> <p>1* - recognised nationally in terms of originality, significance and rigour.</p> <p>In assigning a quality rating, you should make reference to the above criteria; reference to the supplementary criteria¹ for the REF Main Panels A, B, C and D may also be appropriate.</p> <p>In the case of jointly authored outputs, please ensure that you describe your contribution to the output.²</p> <p>In providing context for each output, you may refer to other indicators of quality as appropriate to your discipline. Examples include, article-level citation metrics (not journal impact factors), or external recognition e.g. prizes awarded.</p> <p>Where appropriate, a substantive monograph may substitute for 2 outputs.</p> <p>Outputs should meet funder and REF requirements for Open Access³. They should also 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 replication⁴.</p>		
	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.	A sustained 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 that are judged to have made an impact on clinical opinion or practice.
B2: Award Generation	<p>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).</p>		
	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	<p>Excellence is demonstrated, for example, by the success of supervised students, completion rates, or student prizes.</p>		
	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 <https://ref.ac.uk/guidance-and-criteria-on-submissions/>

² For example, lead author, corresponding author, project lead. The NISO (National Information Standards Organization) webpage may be helpful in articulating roles and contributions: <https://credit.niso.org>

³ <https://www.gla.ac.uk/myglasgow/openaccess/>

⁴ 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 are designed and undertaken, as well as providing evidence of the outcomes achieved in the pursuit of impact.</p> <p>Impact is a change or benefit beyond academia and can be to the economy, society, culture, public policy or services, health, the environment or quality of life.</p> <p>It is recognised that the intended impact may not have occurred yet.</p>		
	<p>Participation and productive engagement with external partners or collaborators, or productive public engagement of research, either alone or as part of a team, designed to translate the applicant's research/clinical findings into impact.</p> <p>Activities and outcomes should be described and evidenced.</p>	<p>A major role in productive, externally facing engagement designed to translate the applicant's research/clinical findings into impact.</p> <p>Activities and outcomes should be described and evidenced.</p>	<p>Sustained commitment to and distinctive contribution to productive externally facing engagement designed to translate the applicant's research/clinical findings into impact.</p> <p>Activities and outcomes should be described and evidenced. The specific impact being pursued, and its potential significance should also be described.</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>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 or significant contributions to taught elements of PGR student programmes.</p>

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<p>SECTION E: LEADERSHIP, MANAGEMENT & ENGAGEMENT</p>	<p>Excellence is demonstrated by the instigation of change within the University to the wider benefit of staff or students.</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>Effective performance and evidence of contribution to leadership activities in support of academic/clinical duties (or endeavours), either within or on behalf of the Subject/School.</p> <p>Effective contribution to the activities of Subject/School/Research Institute including, where appropriate, a role in student/professional development guidance, pastoral and/or welfare activities.</p> <p>Planning and delivery of individual or joint externally funded research and/or innovation projects as an individual and/or team member</p>	<p>A distinctive contribution to School/Research Institute committees or initiatives relating to the improvement of research, the learning environment, student recruitment and/or internationalisation, and clinical service/translation as appropriate.</p> <p>A distinctive contribution to collective endeavours that have led to the enhancement of the student/professional development experience at Subject/School/Research Institute level which may include a role in student guidance/pastoral/ welfare type activities.</p> <p>A distinctive contribution to a research or other project team and associated activities such as innovation, engagement with external partners and commercialisation.</p> <p>A distinctive contribution to university activities such as those relating to, widening participation, schools' outreach, student recruitment, student retention or transition.</p> <p>Track record of academic and/or people leadership related duties (or activities), either within or on behalf of the Research Group/Subject Discipline e.g., providing guidance and advice to less senior academic and/or professional services colleagues.</p>	<p>Evidence of leading the successful delivery of a significant outcome which improves School/ Research Institute performance against KPIs.,</p> <p>Ongoing, evidenced contribution to School/Research Institute/College/ University committees that has shaped policy and practice.</p> <p>Evidence of impact on the learning and teaching culture and practices of others within the School/Research Institute/College.</p> <p>Effective leadership of the development of courses/programmes in line with strategic priorities including elements such as: embedding graduate attributes; attracting international students; developing study abroad pathways; reviewing programme structures; development of new programmes; engaging with practitioners.</p> <p>Effective leadership of successful externally funded national/international collaborations and innovation activities with other HEIs, non-academic agencies or communities, including companies, governments, public sector bodies, and cultural organisations.</p> <p>Leadership and co-ordination of major research projects with clear evidence of significant outputs and/or impact.</p> <p>Track record of effective delivery of academic and/or people leadership related duties (or activities), either within or on behalf of the Research Group/Subject Discipline e.g., formal mentoring/team leadership including, where appropriate, PDR reviewer responsibilities.</p> <p>Leadership in the development and/or management oversight of a university initiative. This could involve the initiation of a new network, acting as Director or co- Director of an existing network.</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>Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile.</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>Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile.</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> <p>Candidates should note any other forms of external recognition that might be pertinent to their discipline and raising their individual esteem or profile.</p>