

Technical Specialist Promotions criteria

In reading both the criteria and the evidence, the following principles apply:

- Both the criteria and the evidence are accumulative – i.e. higher bands will include criteria and evidence from the lower bands;
- Examples of evidence are illustrative and there is no expectation that all forms of evidence need to be demonstrated at each band, nor is it assumed that these are the only types of evidence that can be used;
- Consideration will be given to both the extent to which evidence is sustained and also to the scale of impact (in smaller departments, the demonstration of scale may need to extend beyond departmental boundaries; in very large departments it may still be possible to demonstrate scale through activity that extends beyond individual sub areas or divisions);
- Candidates cannot “double-count” evidence for different headings – they will need to decide where to use evidence of achievement. For example, if work with PhD students is cited as part of the case for a particular band on “Technical Research”, that same evidence cannot also be used in making a claim for a particular banding for “Teaching and Training”. You are advised to give careful thought as to how best to make your case given that some activities could be relevant under multiple headings;
- Candidates can use evidence of their achievements prior to their appointment or prior to their last promotion. However, the Committee will also expect to see clear evidence that they have sustained and developed their contributions since that point in time;
- The Committee will base its assessment of the appropriate banding based on where the preponderance of the evidence lies. Some evidence of a higher band does not automatically guarantee that an individual will be assessed at that band;
- There will be an expectation that evidence of achievement will be underpinned by a broad commitment to excellence, to diversity and inclusion, and to respect in working practices
- The promotions process will be expected to give due consideration to individual circumstances which may impact on ability to present certain types of evidence (e.g. family/caring responsibilities) or the ability to provide a particular volume of evidence (periods of parental leave, fractional contracts etc.).

Technical Specialist Promotions: Areas of Activity

Technical Research

This activity includes discipline-based and interdisciplinary research, whether theoretical or empirical that makes an original contribution to knowledge, it can also encompass the academic impacts of the research for developments, across and within disciplines. Within this category you may also wish to provide evidence of research work undertaken with business that may lead to other forms of research output including patents, reports, presentations and guidance to non-academic organisations. Technical Research also encompasses pedagogical and teaching related research, practice focused research and broader scholarship within and across disciplines, as well as, if not claimed elsewhere, the public impact of research and

scholarship. Grant capture, PhD supervision and external presentations will also be considered as part of this activity, where relevant. In making any evaluations of individual technical research, ASC and UPPC will abide by the "[Leiden Principles](#)" for the evaluation of research.

Teaching and Training

This activity includes the development and delivery of teaching and training at all levels (and can include teaching and training in informal settings and research supervision). PhD support and supervision may also be included provided it has not been used as evidence in other areas of activity. It also includes activity that develops and enhances the practice of teaching and training, as well as encompassing activity which enhances the broader student experience. Also relevant to this activity are engagements externally with teaching and training related events, organisations and policy.

Impact, Outreach, Engagement

This activity encompasses a broad range of activities that are focused on taking activities and knowledge out into the world and translating it into meaningful practice. This is a broad category and it is recognised that impact may be both technical (the contribution that research and teaching makes within and across disciplines, including significant advances in understanding, methods, theory, application and technical practice) as well as the broader impact that the activity has on the economy, society, culture, public policy or services, health, the environment, or quality of life, beyond Warwick. This category also incorporates the related processes of engaging with stakeholders and building meaningful partnerships whether regionally, nationally or internationally. Warwick Institute of Engagement has identified the following as activities as examples of the types of evidence that you *may wish* to draw on for this activity:

Knowledge Exchange

- Licensing and spinout
- New commercial products, processes or services, or contributions thereto
- Assisting business through specialist facilities, consultancy and services
- Connecting employers with Warwick talent
- Research presentations to non-academic organisations
- Provision of CPD for external organisations
- Involving business with curriculum development and delivery – degree, degree apprenticeships, research degrees
- Creation of Impact Case Studies
- Outreach/Inclusion
- Contributions to professional/scholarly bodies/government/third sector
- Community Engagement
- Public Engagement with Research (including Research Impact)
- Engagement-related Awards and Recognition

Collegiality, Leadership and Management

This activity encompasses both working style – being willing to share responsibility within a broader community - and working activity which supports the operational and strategic needs of the institution. These are activities that provide the infrastructure to allow activity to prosper within the institution. The most obvious examples are the various administrative and support activities that are required within a department or facility and within the broader University, or where colleagues assist in the development of activities of members of the wider community, including the building of interdisciplinary networks or multi-participant partnerships with business Activity external to the University within a discipline or another form of activity not covered above may also be relevant to performance in this category.

| Technical Research criteria | Examples of Evidence |
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| Band 2 Demonstrably knowledgeable about key techniques, equipment and developments in a given area (subject expertise) | <ul style="list-style-type: none"> • Completion of a (probably) research based postgraduate qualification; • Equivalent experience that demonstrates high level knowledge of subject area, techniques or equipment; • Conducting collaborative or individual research projects; • Engagement in subject, professional, pedagogic research. |
| Band 3 Clearly capable of delivering specialist input in research using their area of expertise which demonstrates impact on practice/policy and/or can make an original contribution to knowledge either in research or teaching | <ul style="list-style-type: none"> • Contributed to a range of research which has the potential for publication in appropriate outlets, delivered seminars and/or conference presentations on research, techniques or analysis; • Demonstrated ability to apply research to address policy (which would include University policy) and/or practice; • Engagement with scholarship of teaching and training; • Development of good practice and guidance documentation based in literature and/or evidence; • Creation/utilisation of research to inform and change pedagogic or research practice through utilisation of new techniques, methodologies or forms of analysis. |
| Band 4 Demonstrated ability to undertake, develop and disseminate analytical or technical approaches to research which makes a significant contribution to the area of expertise, discipline or to pedagogy. | <ul style="list-style-type: none"> • Completion of PhD or equivalent experience demonstrating specialist knowledge of the subject area, techniques or equipment; • Evidence of research-based innovation in learning and teaching; • Outputs, such as journal articles, conference papers, book chapters, working papers, technical application papers and possibly books; • Evidence of key technical / intellectual input to a wide range of team-based research and scholarship, where appropriate. • Effective support for diverse, marginalised, or underrepresented groups in accessing equipment or expertise to underpin their research. |
| Band 5 Has achieved national eminence and authority for their technical expertise and their ability to contribute to effective research delivery. | <ul style="list-style-type: none"> • Ability to sustain significant contributions to the publication of a range of research that is clearly of a national standard; • Evidence of ability to access external funding for research related activity (which may include research councils, charities or business), including external equipment funds; |

- Supervision of PhDs;
- Recognition within the institution and beyond for research based innovation in learning, teaching or training;
- Teaching or training related publications (journals, textbooks or conferences);
- Research and evidence gathering that informs policy development (institutionally, nationally or internationally);
- Research and evidence gathering that has a positive impact on business (institutionally, nationally or internationally);
- Scholarly based contributions to professional bodies, governmental organisations or sector bodies.
- Technique/methodology/analysis method developments that has a positive impact on research practice (institutionally, nationally or internationally)

Band 6 **Building an international reputation**, influencing the field, through the distinction of their technical expertise which might include significant contribution to impact for the major development of one or more fields of knowledge

- A track record of significant contributions to the publication of a range of excellent research in nationally excellent journals, conferences or with nationally recognised publishers;
- Growing a portfolio of outputs at international standard;
- Evidence of ability to access significant external funding for research related activity or capital equipment funds within the context of a discipline or area of expertise;
- Successful PhD completions;
- Significant intellectual inputs to case studies which may merit inclusion in REF; evidence of research having wider economic/societal benefits; national/international media projects;
- Patents or licensing arrangements to allow the exploitation of research findings or technique/method development;
- Recognition nationally for scholarship or research based innovation in learning, teaching or training;
- Award of Fellowships;
- Invited keynotes and speaking engagements that would be nationally recognised.
- Technique or methodology developments that positively enable research at a national or international level.

Band 7 **Has an international reputation for their technical expertise**, demonstrating subject leadership through material contributions to the advancement of knowledge in their area.

- Significant contributions to a range of publications of internationally excellent research outputs;
- National reports including commissioned reports but also text books or evidence based curriculum standards through professional bodies;
- Advisory roles in relation to research initiatives in other institutions nationally and internationally
- Invited keynotes and speaking engagements that would be internationally recognised.

Band 8 Has **achieved and sustained, outstanding and widely recognised international eminence** and authority in their technical specialism through scientific contributions and leadership.

- Track record of significant research collaboration with industry, healthcare or other external partners, sustained and developing over number of years and involving a number of income-generating activities, including from outside of the UK;
- Participation in REF Impact case study.
- Significant and sustained essential contributions to a volume of publications of internationally excellent research outputs;
- Participation in standard setting policy development on basis of personal technical expertise and credibility;
- Receipt of internationally recognised prizes and related awards;
- Evidence of economic benefit of commercialisation activity (e.g. significant number of jobs created in spin-out company); a substantive record of creation, development and exploitation of intellectual property, including open access material.

Teaching and Training criteria

Examples of Evidence

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| Band 2 | Able to deliver routine teaching/training to a satisfactory standard | <ul style="list-style-type: none">• Positive student feedback, sound peer review/ evaluation of training delivered;• Evidence of effective informal delivery of teaching and training based on a recognised area of expertise.• Deliver training to a range of stakeholders.• Evidence of effective use of inclusive methods of teaching or training. |
| Band 3 | Able to develop and deliver teaching/training to a standard evidencing good practice at Foundation, UG or PG Level with evidence of enhancement and engagement with national frameworks and standards | <ul style="list-style-type: none">• Positive student feedback regarding modules or training, review by peers for instance on teaching materials, departmental leadership testimonials;• Examples of good practice which enhance the student/trainee learning experience;• Evidence of being regularly engaged in supporting the learning of others in a research or practice based context;• Effective supervision of PhD students;• Associate Fellowship of the HEA or equivalent professional body;• Develop and deliver bespoke training materials for complex instrumentation, techniques, analysis or code. |
| Band 4 | Able to design, deliver, evaluate and assess teaching/training to a good standard , to engage effectively with students and collaborate with colleagues to inform the enhancement of own and others' teaching practices. | <ul style="list-style-type: none">• Feedback from student, peers and seniors relating the impact of changes made to teaching or training practices to benefit learning. May include own structured evaluation using scholarly methods to evaluate innovations and changes in teaching or training practices;• Creative and effective use of different methods of delivery and support to benefit learning, inclusivity and/or widening participation;• Fellowship of the HEA or equivalent professional body; |
| Band 5 | Able to design, deliver, evaluate and assess teaching or training to a high standard , engage effectively with students and collaborate with colleagues to inform the enhancement of own and others' teaching practices. | <ul style="list-style-type: none">• Evidence of challenging thinking, fostering debate and developing the ability of students/trainees to engage in critical discourse and rational thinking;• Evidence of successful development in teaching/training, with reference to professional body expectations, national standards (HEA, OfS, QAA or other) or external partners (industry programme partners, NHS, international collaborative partners);• Effective engagement with communities of practice relevant to their discipline, expertise or in interdisciplinary contexts; |

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| | <ul style="list-style-type: none"> • Participation in institutional or external projects or programmes with evidence of how teaching or training has changed consequently; • Active involvement with IATL, WIHEA, ADC or WIE showing educational impact including in inclusive education through teaching and/or training; • Departmental recommendations for recognition for teaching performance; • Delivery or influence on sectorial training practices for area of expertise. |
| <p>Band 6 Demonstrates leadership in relation to enhancement of teaching, training or the engagement of students, the development of educational practice of colleagues, local policy and/or guidance development, or change in educational practice.</p> | <ul style="list-style-type: none"> • Reports, publications, conference talks, (annual) evaluations (including surveys) by the applicants or others, evaluating the impact on learning or training developed by the candidate; • Evidence of successful programme leadership (survey results, admissions trend, etc.), project leadership (evaluation reports, funding achievements, output and outcome indicators) or peer learning effort (evidence of change to practice); • Enhancement of teaching or training or the engagement of students, the development of educational or training practice of other facilities, external teaching or training policy development, and/or societal change. |
| <p>Band 7 Demonstrates leadership in learning and training which is of a national standard impacting positively on a wide range of learners</p> | <ul style="list-style-type: none"> • Senior Fellowship of the HEA or equivalent professional body, WATE award; • Other professional body recognition, external project income, contribution to institutional KPIs; • National recognised scholarly and research publications; • Developing and/or leading EDI programmes related to increasing accessibility to technologies, methodologies and/or analysis methods. |
| <p>Band 8 Sustained leadership through the enhancement of teaching or the engagement of students, the development of educational achievement by other academics, external educational policy development, and/or societal change.</p> | <ul style="list-style-type: none"> • External recognition including invitations for key notes, panel memberships, national governance roles (boards, committees, enquiries, reviews), collaborative project leadership, engagement with HE policy development, expert advisory roles, public engagement, national press and similar; • National or international expert advisory, review or representation roles; • Internationally recognised scholarly and research publications; • National and/or international awards and prizes including National Teaching Fellowships. |

| Impact, Outreach, Engagement criteria | Examples of Evidence |
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| Band 1 Building a reputation for technical contributions in specialist area. | <ul style="list-style-type: none"> • An openness to and a willingness to share knowledge in expertise in a specialist area; • Conference attendance, event attendance, presenting expertise to others, network-building • Active membership of a professional body; • Completion of appropriate WIE/R&IS/WP training; • Completion of H&S training |
| Band 2 Recognised externally for work in specialist field | <ul style="list-style-type: none"> • Invitations to peer review (journals, conferences, grant proposals); • Participation in external/public engagement activity that promotes activity from the Department and University (eg exhibitions, talks, presentations); • Participation in external activities that have a positive reputational impact (for example engagement with local schools, businesses, cultural organisations, festivals, public performances, community networks etc.); • Involvement in inclusion/ widening participation activities, STEM ambassador, ambassador for technical roles; • Development of a new Public Engagement assessment/ taught element of a UG/ PGT module; • WIE Fellow; membership of external group organising public engagement events. |
| Band 3 Developing a reputation and recognition with key stakeholders for the broader value of specialist activity | <ul style="list-style-type: none"> • Involvement in key projects, conferences and events (e.g. organising committees;) • Evidence of the ability to set up and develop relationships with external organisations or other Universities; • Evidence of the ability to generate business for the University; • Supporting Public Engagement URSS student projects; • Evidence of activities having wider economic/societal benefits; national/international media projects; development of a new Public Engagement Module relevant to your discipline at UG/PGT level; • Collaboration with other Universities, community groups, or external organisations on EDI activities, e.g. contributions to policy; • Contribution to policy making with public/third sector bodies locally, nationally or internationally; |

- WIE Fellow; official recognition from relevant sector organization (e.g. NCCPE); winning of research grant with explicit Public Engagement/ Impact agenda.

Band 4 Developing regional/national recognition for work demonstrating value of broad based technical activity.

- Record of collaboration with industry; generation of income; active participation in development of Warwick KE strategy (e.g. through WIE Learning Circles/ Faculty Impact committees/input into externally facing events);
- Engaging with external networks and stakeholders, nationally and/or internationally, to demonstrate the significance and value of relevant academic/technical work;
- Engaging with external stakeholders to support and encourage access and participation in HE;
- Developing links with business, public, cultural or community engagement in line with the University's strategic aims;
- Evidence of generating sustained business for the University and external use of University facilities
- Substantial contribution to case study which may merit inclusion in REF;
- Evidence of active engagement with the University's international activities and partnerships;
- Securing positive interest from media nationally or internationally for specialist activity
- WIE leadership role (e.g. major contribution to Learning Circle outputs, providing engagement training); national/international recognition from relevant sector organisations; receiving Warwick funded non-research related grants for public engagement events.

Band 5 An established regional or national reputation, which might include significant contribution to impact for the major development of one or more fields of knowledge at an international level

- Track record of teaching and training or research collaboration with industry, healthcare or other external partners, sustained and developing over number of years and involving a number of income-generating activities, including from outside of the UK;
- Evidence of economic benefit of commercialisation activity (e.g. significant number of jobs created in spin-out company); a record of creation, development and exploitation of intellectual property, including open access material;
- The provision of services rendered e.g. delivery of Continuous Professional Development (CPD) and consultancy activity delivery on behalf of the University;
- Communication of teaching or training innovations to interested stakeholders leading to changes in practice/policy;
- Communication of research results or experimental methodology to the public or public bodies leading to changes in practice/policy;

- Application of knowledge to improve public sector performance and quality of life by informing public policy and government and/or through partnership with the voluntary sector, or the cultural and heritage sector;
- Contributing to productive high-impact partnerships with business, policy makers or other users of our research, training and teaching expertise with evidence of significant income generation or reputational benefits for the University;
- Involvement and engagement in significant national or international projects, working groups policy, and networks to enhance University reputation;
- A record of sustained success in significant business generation, securing new or repeat business with significant levels of income generation for the University;
- Leading major specialist consultation activities with external clients;
- Significant anticipation to formal development of REF Impact case studies;
- WIE leadership role (e.g. Senior Fellow; Chairing Learning Circles or university award recognition); external recognition of media and communication contribution e.g. media fellowship; receiving external non-research related grants for public engagement events.

Band 6 **Developing an international reputation for impact, outreach or engagement, which demonstrates the broader external value of technical activity.**

- Significant Public and/or cultural engagement, policy development in public institutions and/or significant 'impact' as defined by UKRI's impact strategy (including an accepted departmental impact case study);
- Application of knowledge to improve public sector performance and quality of life by informing public policy and government or by significantly influencing the cultural and heritage sector;
- Major contribution to the role of the University in its local setting, including public engagement, outreach and knowledge transfer activities with demonstrable beneficial impacts outside the University;
- Leading the public understanding of one's subject/technology at a national or international level;
- Senior advocate for public engagement, with substantial leadership contribution to training and development programmes; Significant new processes put in place to recognise and celebrate research and/or education impact;
- Outstanding leadership of productive high-impact partnerships with business, policy makers or other users of our research and teaching expertise with evidence of outstanding income generation and/or transformational reputational benefits for the University;
- Formation of significant national and international partnerships that deliver significant financial or reputational benefits to the University as a whole;
- Successful leadership in relation to the University's international activities and partnerships.

- International leadership of EDI work

| Collegiality, Leadership, Management criteria | | Examples of Evidence |
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| Band 1 | Able satisfactorily to plan and organise own activity. | <ul style="list-style-type: none"> • Track record of managing own responsibilities without intervention; • Willingness to be involvement and engaged in activities within the department e.g. engagement with students beyond teaching, visits, open days, staff meetings, relevant committees; • Constructive engagements with colleagues across the university, students and other relevant stakeholders. |
| Band 2 | Able satisfactorily to contribute across a variety of administrative roles relating to research or teaching activity or operation of a technical resource/facility. | <ul style="list-style-type: none"> • Experience of engaging inside and outside of the department in contributing to academic and/or non-academic activity in a way that contributes to broader departmental agendas (contributing to administrative duties with the department, involvement in organising events, visits etc.); • Involvement in organisation and planning activities within a given discipline (e.g. helping with meetings, conferences etc.). |
| Band 3 | Demonstrate the ability actively to organise and manage activity in support of academic processes or operation of a technical resource/facility, showing emerging leadership ability within immediate group. | <ul style="list-style-type: none"> • Active participation in departmental (or divisional) policy initiatives, possibly through membership of departmental committees (e.g. helping to organise student activities, assisting with seminar/event organisation, H&S representative etc.); • Successful initiatives or innovations in administrative processes, or taking on significant departmental (or divisional) responsibilities which are carried out successfully. • Management of technical activities (e.g. specific activities/areas within a facility) |
| Band 4 | Track-record of management capability within the Department or operation of a technical resource/facility. Demonstrates leadership ability within a wider group or department | <ul style="list-style-type: none"> • Effective and active involvement and engagement in significant committees or projects which are important for the effective operation of the department (these may be at University or Faculty level in smaller departments but could be also be significant initiatives at departmental level); • Leading on significant initiatives for the department (or Division) to enhance the operation of the department (e.g. new programme development, major research networks etc.); |

- Acting within the department as a champion for initiatives such as student surveys (NSS, PTES, PRES etc.), Athena Swan, staff & student wellbeing, H&S, research culture etc;
- Mentoring, and support for early career staff, within the Department;
- Engaging with activities in support of diversity and inclusion within and/or beyond the University;
- Management of a technical facility within the institution.

Band 5 **Effective management and development of activities or facilities** important to income and/or reputation within or beyond the University.

- Effective leadership of strategic change at departmental or faculty level (e.g. new course development, active committee chairing, supporting the development of new research centres or cross disciplinary collaborations);
- Effective leadership of departmental engagement with external schemes, such as those related to EDI (e.g. Athena Swan Awards, Race Equality Charter Mark, and in relation to disability, sexual orientation), and/or the Technician Commitment;
- Effective leadership of strategic initiatives at departmental level (eg EDI initiatives, sustainability, social impact, regional engagement, international);
- Willingness to contribute and impact at University level in terms of policy formation and strategic development (e.g. membership of key strategic committees such as Senate, membership of University working groups);
- Effective management of colleagues and facilitation of their technical and personal development and performance on the scale of a Department of equivalent;
- Technical leadership, mentoring, and support for junior staff, both within the Department and in the wider University community;
- Management of a major specialist facility.

Band 6 **Leadership which may be within the University or within a discipline or related academic activity.**

- Effective leadership of major activities at a Departmental level;
- Editing leading journals;
- Has established reputation and acknowledged expertise with senior managers in partner organisations and/or professional associations;
- Leading internal and external partnerships and networks which enable the University to meet significant strategic aims;
- Demonstrable contribution to the professional development of senior colleagues within the technical community, including mentoring, leading on training and development initiatives;

- Exercising significant management and leadership responsibility at University level or within an external technical community or activity.
- Successful performance as Head of Division/Department, Director of a Research Centre or Institute, Chair of a major committee or working group;
- Effective development and leadership of university-wide staff/student development (eg Community Values Education Programme, Carbon Literacy, Engagement);
- Leading or chairing prestigious and internationally recognised conferences;
- Leadership roles in professional societies.
- Leadership of major technical activities at an institutional, national or international level