LOCAL FRAMEWORK AGREEMENT ON PAY AND CONDITIONS

between

The University of Portsmouth

and

University and College Union

and

UNISON

October 2023

Contents

Introduction 4
Section 1 – Pay structure 5
Section 2 – Overtime Payments 7
Section 3 – Allowances 7
Section 4 – Market supplements 7
Section 5 – Unsocial hours payment 13
Section 6 – Development and Review 13
Section 7 – Employee Progression 14
1 Progression within grades 14
2 Progression between grades 14
Section 8 - Grading Review Procedure 15
1 Grading Review Procedure 15
2 Academic Role Profiles 19
3 Role Profiles: Teaching and Scholarship 19
4 Role Profiles: Teaching and Research 26
5 Role Profiles: Research 32

Document title	
Local Framework Agreement on Pay and Conditions	
Document author and department	
Stephanie Clark, Corporate Governance Fiona Hnatow, Chief People Officer	
Approving body	
Joint Negotiating Committee (JNC)	
Date of approval	
03 October 2023	
Review date	
03 October 2026	
Edition no.	
002	
ID Code	
273	
Date of effect	
03 October 2023	
For a) public access online internet or b) staff only intranet?	Both
External queries relating to the document to be referred in the first instance to the Corporate Governance team: email corporate-governance@port.ac.uk If you need this document in an alternative format, please email corporate.communications@port.ac.uk	

The latest version of this document is always to be found at:

https://policies.docstore.port.ac.uk/policy-273.pdf

Introduction

This agreement commences on the date shown on the front of the document and supersedes all previous local framework agreements. Any variations to this Agreement must be agreed in writing between all parties.

This document sets out the matters locally agreed with the University of Portsmouth (**University**) by the recognised unions of 'Unison' and 'University and College Union' (**UCU**) through the Joint Negotiating Committee (**JNC**) in order to implement the National Framework Agreement for the modernisation of pay structures which was agreement by the Universities and Colleges Employers Association (**UCEA**) and the Joint National Committee for Higher Education Staffs (**JNCHES**) as part of the pay settlement for 2003/2004 and 2004/2005.

This agreement applies to all University employees that were on salary grades up to and including Principal Lecturer or equivalent on 31 July 2005. The application of this agreement, or any aspects of this agreement, to employees on more senior grades will be at the discretion of the University and beyond the remit of the JNC.

Section 1 – Pay Structure

University pay structure with HERA points boundaries

Spine Point		UoP Academic role profile
50	**Grade 10**	
49	**Grade 9**	**Level 4**
48		
47		
46		
45		
44	**635**	
43	**Grade 8**	**Level 3**
42		
41		
40		
39		
38		
37		
36	**500**	
35	**Grade 7**	**Level 2**
34		
33		
32	**460**	
31	**Grade 6**	
30		
29		
28		
27	**420**	
26	**Grade 5**	
25		
24		
23	**370**	
22	**Grade 4**	
21		
20		
19		
18		
17	**300**	
16	**Grade 3**	
15		
14		
13		
12	**250**	
11	**Grade 2**	
10		
9		
8		
7	**200**	

6	**Grade 1**	
5		

The current University salary scales in relation to each grade can be found on this link:
https://staff.port.ac.uk/intranet/finance/managementaccounts/payscales/

Section 2 – Overtime Payments

- Managers are expected to plan resources, including the use of suitable contracts and working hours to avoid the need to ask employees to undertake regular overtime.
- Where it is not possible to give time off in lieu, overtime payments can be made to employees in grades 1 to 6 for authorised work carried out in excess of 37 hours.
- Employees on grade 7 and above are expected to take a flexible approach to working hours taking account of the needs of the University. Managers should grant time in lieu for such employees where they consider it to be warranted.
- In exceptional cases should it be considered necessary to ask employees on grade 7 or above to undertake additional hours for which overtime payment is envisaged a case should be made in advance to Human Resources. Such requests must set out the circumstances of the case and include an explanation why recompense cannot be made as set out above. In order for the proposal to proceed the approval of the Chief People Officer will be required and requests may in addition be referred to UEB if it is considered necessary.
- For additional hours worked Monday to Saturday inclusive the payment will be 1.5 times the normal hourly rate for the time worked.
- For additional hours worked on Sundays and public holidays the payment will be 2 times the normal hourly rate for the time worked.
- Additional hours worked by employees who are part time, but in total less than 37 hours per week are paid at the normal rate for the employee.

Section 3 – Allowances

This section gives details of all the allowances currently in existence at the date this agreement was entered into:

- First Aid.
- Health & Safety Co-ordinator/Officer.
- Halls Community Support Officer (HCSO) Week Day Call Out.
- Halls Community Support Officer (HCSO) Weekend Call Out.
- Inner London Weighting.
- Laser Safety Officer.
- Radiological Protection.
- Biological Safety Officer.

Section 4 – Market Supplements

1. Summary

This Policy underlines the University's commitment to ensuring equal pay for work of equal value, whilst recognising the particular market pressures which may exist for some specialists from time to time. We use a robust job evaluation scheme (Higher Education Role Analysis, or HERA) to establish the relative weight of jobs. The grading, and corresponding salary range, for each job are determined by the outcome that job evaluation, not what is often transitory market pressures driven by the relative supply of, and demand for, particular skills, knowledge and experience.

There will be occasions when the salary scales that apply to the evaluated grade of a post results in an offer which is insufficiently competitive to successfully attract the right talent to the University (and in some cases to retain staff in particular roles), due to current market conditions. In such cases, it may be appropriate to consider the payment of a market supplement in addition to the salary to ensure the attraction and/or retention of the right talent. It is important that this is the approach used and that we do not artificially inflate the grading of roles, in order to address issues which are related not to the relative weight of the job but to prevailing market conditions. This approach ensures that the University is able to attract and retain talent in a way which is sustainable and legally compliant (as market supplements will be based upon robust evidence of market pressure and therefore it is possible to justify why one post at a particular grade may be paid a premium over other otherwise similarly graded posts.

This policy will provide guidance for when such supplements may be paid, the process by which these cases are considered and approved and the associated conditions applied to the payments. The full cost of any supplements will need to be met from existing departmental budgets.

All enquiries should be directed to the Reward and Recognition team - Reward@port.ac.uk

2. Policy Statement

The use of Market Supplements and other market related pay provides the University with a mechanism to address recruitment and retention challenges, whilst ensuring compliance with provisions of the Equality Act (2010), the principles of fairness and consistency and our values.

In exceptional circumstances, external labour market pressures, may therefore lead to both internal staff and external candidates who possess scarce skills and expertise, being able to command relatively higher pay than is provided for by for the pay ranges which apply to the grade for the post under the University pay and grading structure.

Market Supplements are not intended to provide a mechanism to reward or recognise individual performance or contribution.

3. Policy Objectives

In conjunction with the Higher Education Role Analysis (HERA) job evaluation, this policy will:

Ensure that the University is able to recruit and retain the talent required to support our strategic aims

3.1 Ensure that appropriate consideration is given to the relative market conditions that are impacting the availability of talent and the financial impact on the University.
3.2 Ensure that the award of Market Supplements is objectively justifiable and fully supported by robust evidence.
3.3 Comply with good practice, equal pay legislation and our values.
3.4 Provide a transparent mechanism to review, amend or remove supplements when the justification changes or no longer exists.

4. Definitions

4.1 **Market Supplements** are paid monthly, in addition to salary for the post(s), where external market pressures would otherwise prevent the University from being able to recruit or retain staff in sufficient numbers at the salary for that grade.

4.2 **Recruitment Bonuses** (also known as a signing bonus) are one-off payments, made to attract talent and ensure our ability to fill posts that have been difficult to fill as a result of external market pressures.

4.3 **Retention Bonuses** are one-off payments made to post holders in 'difficult to retain' posts. 'Difficult to retain' roles are those where there is evidence of a flight risk, where an individual's departure would damage the University's ability to deliver. The payment of a retention bonus provides managers an opportunity to de-risk the departure of the individual through such mechanisms and succession planning and job re-design.

5. MARKET SUPPLEMENTS

5.1 Eligibility for Market Supplements

5.1.1 Market Supplements can be applied to any post, regardless of contractual arrangements. This policy covers grades 1-9. For senior staff, please contact the Reward and Recognition team for advice.

5.1.2 Those employed on a part-time basis who are eligible for a market supplement will be paid so, on a pro-rata basis.

5.1.3 For employees who require or have a Certificate of Sponsorship/Tier 2/Skilled Worker visa, the University has certain responsibilities in relation to sponsored migrant workers on the Points Based System. Please contact the HR Compliance Advisor for more information before using this policy.

5.2 Criteria for awarding Market Supplements

5.2.1 Market supplements will only be awarded when there is a clear and justified business case. Market Supplements must not be confirmed until the business case has been considered and approved by the Head of Reward and Recognition or nominated deputy. The appropriate level of a supplement will be determined by calculating the difference between the University's pay rate (including the value of any allowances and other benefits) and the market, as determined by evidence from appropriate sources. Supplements will be considered in the following circumstances:

5.2.2 Where recruitment has been unsuccessful and a Market Supplement is required to enhance a recruitment campaign, the business case should normally include:

a) Evidence of failed recruitment campaigns, where failure has been the result of higher external pay rates (including evidence that pay rates are the reason why the campaigns have failed)
b) Basic market analysis detailing pay and reward packages offered by comparable external organisations, supported by the Reward team.
c) Basic analysis of any equal pay impact within the Department for those undertaking comparable roles, supported by the Reward and Recognition team.

5.2.3 For a Market Supplement where the candidate you wish to offer to is requesting a salary outside of usual pay range, the business case should normally include:

a) Evidence of the candidate's current pay and reward package
b) Evidence of the broader external market pay and reward packages, supported by the reward team
c) Confirmation that no other candidates were considered to be appointable (for whom a market supplement would not be required)
d) Basic analysis of any equal pay impact within the Department for those undertaking comparable roles, supported by the Reward team.
e) Details of difference in skill and experience the candidate has that are attractive to the University.

5.2.4 Once the business case has been reviewed by the Head of Reward and Recognition or nominated deputy, further market analysis will be conducted of the labour market to establish if there is a genuine and objective justification for the supplement. Usually this will consist of not less than three credible sources of data (where available), including established market rate and salary survey providers.

5.3 **Duration of Market Supplement Payment**

5.3.1 Market supplements will normally only be approved for a defined and fixed period (typically of between 6 and 36 months). This manages a candidate's expectations and recognises that market conditions change. Prior to the payment of a Market Supplement ending managers are, of course, free to make a fresh application for a new Market Supplement, based upon updated circumstances. Market supplements may also be reviewed, where there is evidence to suggest that they are no longer required or no longer sufficient. Individuals must be aware that Market Supplements may be reduced or withdrawn in the following circumstances:

5.3.2 Changes in the external market condition and rates of pay. Where there ceases to be an organisational need or market justification, the supplement will be reduced or cease and three months' notice will be given.

5.3.3 When an individual leaves a post that attracts a market supplement, i.e. moving to another role within the University, a regrade or promotion, the market supplement will cease. A Market Supplement will not be considered when determining the appropriate spine point paid for the new role, save

for in very exceptional circumstances (subject to a business case to be considered by the Head of Reward and Recognition or nominated deputy).

5.3.4 Market supplements will automatically cease on the expiration of their fixed period.

5.4 Market Supplements Other Conditions

5.4.1 Market supplements will be for a fixed value and will not be subject to national pay awards. The supplement will be subject to pension, tax and national insurance deductions.

5.4.2 Market supplements are paid in relation to specific roles. Therefore, where it is agreed that the payment of a market supplement is appropriate, all employees in that role must receive the same supplement on the same conditions.

6. RECRUITMENT BONUSES

6.1 Eligibility for Recruitment Bonuses

6.1.1 Recruitment Bonuses relate to a specific individual (rather than being determined by role) and can be applied to in individuals joining any post, regardless of contractual arrangements. This policy covers grades 1-9. For senior staff, please contact the Reward and Recognition team for advice.

6.1.2 Those employed on a part-time basis who are eligible for a Recruitment Bonus will be paid the full value of the bonus – it is not reduced on a pro-rata basis.

6.1.3 For employees who require or have a Certificate of Sponsorship/Tier 2/Skilled Worker visa, the University has certain responsibilities in relation to sponsored migrant workers on the Points Based System. Please contact the HR Compliance Advisor for more information before using this policy

6.2 Criteria for awarding Recruitment Bonuses

6.2.1 For a recruitment bonus to incentivise candidates to join the University, the business case should normally include:

a) Evidence of failed recruitment campaign(s)
b) Current labour market data
c) Basic analysis of any equal pay impact within the Department for those undertaking comparable roles
d) Evidence that a one-off payment is likely to be effective in securing the candidate

6.2.2 Recruitment bonuses are paid either in a single lump sum, in the first possible pay period, or may be staged, where part of the payment is paid in the first pay period and a second payment either 6 or 12 months later.

6.3 Repayment of Recruitment Bonuses

6.3.1 Where a member of staff has received a one-off recruitment bonus and leaves the University within two years of the payment being made, they will be required to reimburse a proportion of the amount paid to them, as follows:

a) During the first year - 100% of the total amount
b) During the second year - 50% of the total amount

7. RETENTION BONUSES

7.1 Eligibility for Retention Bonuses

7.1.1 Retention Bonuses relate to a specific individual (rather than being determined by role) and can be applied to in individual in any post, regardless of contractual arrangements. This policy covers grades 1-9. For senior staff, please contact the Reward and Recognition team for advice.

7.1.2 Those employed on a part-time basis who are eligible for a Retention Bonus will be paid the full value of the bonus – it is not reduced on a pro-rata basis.

7.1.3 For employees who require or have a Certificate of Sponsorship/Tier 2/Skilled Worker visa, the University has certain responsibilities in relation to sponsored migrant workers on the Points Based System. Please contact the HR Compliance Advisor for more information before using this policy.

7.2 Criteria for awarding Retention Bonuses

7.2.1 For a retention bonus the business case should normally include:

a) Reason for retention (impact of departure)
b) Evidence of an external offer, with proof of pay and package being offered
c) Evidence of the negative impact on the delivery of departmental goals as a result of the individual's departure
d) Evidence of turnover within a specific team/department
e) Evidence that pay is the main contributing factor in the retention of the individual, and it cannot be addressed in other ways (e.g. Improved training/career development/ improved job design)
f) Evidence that other mechanisms (e.g. redeployment/regrading/recognition award) cannot be applied
g) Basic analysis of any equal pay impact within the Department for those undertaking comparable roles
h) Evidence that a one-off payment is likely to be effective in retaining the individual

7.2.2 Once the business case has been reviewed by the Head of Reward and Recognition or nominated deputy, further market analysis will be conducted of the labour market to establish if there is a genuine justification for the supplement. Usually this will consist of three sources of data (where available), including established market rate and salary survey providers.

7.2.3 Retention bonuses are paid in arrears (at a pre-determined future point) and are contingent upon an individual remaining until that future point, for example, a retention bonus might be approved for payment, 12, 18 or 24 months (sometimes longer) into the future. An individual leaving prior to that point would forfeit entitlement to any element of that bonus.

7.3 **Retention Bonuses – Other Conditions**

Where Retention Bonuses are awarded, these apply only to the individual to which they are awarded.

Section 5 – Unsocial Hours Payment

Hours worked after 2100 and before 0630 (Banding Shift Premium)

- Flat rate of 12.5% to be paid for each hour worked during these hours.
- Fractions of an hour should be rounded to the closest hour
- Shift premium is only paid on hours worked up to 37 hours i.e. it is not included on overtime payments

Hours worked on a weekend

Hours worked on a weekend will be paid at the standard hourly rate, in line with the shift premium above.

Public holidays

All employees are entitled to leave for public holidays. If an employee is required to work on these days, payment will be made at 1.5x the usual hourly rate and a day off in lieu will be given.

Closure days

All employees are entitled to leave for closure days. If an employee is required to work on these days, a day off in lieu will be given.

Section 6 – Development and Review

The University will seek to provide the development opportunities that meet both role holder career aspirations and organisational needs.

Where a career grade exists, line managers should ensure that employees have appropriate development and opportunities to progress.

Development needs of employees of all kinds, whether full time, part time, permanent or fixed term will be taken into account.

All employees will have an opportunity, at least annually, to discuss their career aspirations with their line manager or their representative in context of the relevant agreed University Performance and Development Review Scheme.

Section 7 – Employee Progression

1 Progression within grades

Increments are paid, subject to the normal progression maximum of the grade, on 1 April (employees in support roles) and 1 September (employees in academic and research roles).

2 Progression between grades

Progression between grades is normally through recruitment to a vacant position or a grading review.

The University operates an agreed grading review procedure (set out below within this appendix) that can be initiated by either manager or role holder whenever the initiator considers that significant change has taken place.

Following confirmation of the appropriate grade through HERA role analysis the role analyst will be advised of the effective date (including any backpay) by the appropriate manager.

The University regards grade 8 as the main career grade for academic employees, which is typically described by the locally agreed level 3 academic role profiles (set out below within this appendix).

Academic employees recruited to grade 7 posts will be provided with development opportunities within a reasonable timescale in order to progress to grade 8. Normal expectation is that this will occur before employees reach the top of grade 7 through incremental progression. Academic employees appointed to grade 7 will receive a development plan including (but not limited to):

- Undertaking the Post Graduate Certificate in Learning and Teaching in Higher , including remission of work hours to reflect the additional workload that this involves.
- Effective support (including mentoring) and appropriate remission of work hours to facilitate development.
- Other development opportunities – e.g. conferences, workshops, peer support, coaching.
- Regular career development support from the designated line manager.
- Provision by the designated line manager of opportunities for the development in the role and clear guidance on how to match the AC3 teaching profiles.
- All employees within support and research roles are evaluated using HERA role analysis and graded accordingly.

Section 8 – Grading Review Procedure

1. Grading Review Procedure

This procedure applies to the grading of posts within the university under the Framework Agreement[1]. This procedure relates to changes to posts that occurred on or after 1st August 2005 (the date of implementation of the new pay structure).

A. Decision to seek grading review

The grading review request may come from the role holder or from their line manager. Where the line manager supports the request, the line manager will take responsibility for ensuring it is considered. Every effort will be made to resolve requests in a timely manner. The review may be a two-stage process. There is an informal process by which most requests should be resolved, and a formal process. The role holder is entitled to representation by a trade union representative or work colleague at any stage of the process.

B. Grounds for grading review

The three grounds for grading review are:

- An aspect of the role is not fully reflected in the HERA analysis
- The role holder is not performing the assigned role
- The job content has changed since the role was last evaluated

Grading review requests should be made by email to hrgradings@port.ac.uk stating the grounds for grading review.

C. Informal process

This is a meeting or series of meetings (may be virtual meetings using email and telephone) intended to give the role holder and/or the line manager the opportunity to set out reasons why the post should be reviewed, and for those reasons to be discussed openly and without prejudice by the relevant parties. The procedure will normally commence within four weeks of the receipt of the written notice for review.

D. People involved in the informal process

- Role holder
- Line manager
- Role analyst
- Trade Union representative or work colleague (if required)

---

[1] 'Framework Agreement' refers to the *Framework Agreement for the Modernisation of Pay Structures* published by the Joint Negotiating Committee for Higher Education Staff (JNCHES) on 21 July 2003.

E. Outcome of the informal process

- It is agreed that the post is correctly graded
- The post is referred to a scoring panel with agreement on:
  - Details and duties of the role to be evaluated
  - The range and format of evidence to be submitted for evaluation
  - Any other contextual information to support the request
- No agreement is reached – request proceeds to the formal process
  - The role holder has the right at any stage to request, through the Role Analyst, a HERA Interview.
  - The role holder has the right at any stage to request, through the Role Analyst, a formal hearing.
  - The Role Analyst informs the Reward & Benefits Manager that a formal hearing has been requested and submits a summary of the evaluation work that has been carried out during the informal stage.
- The Role Analyst will declare an end to the informal review process if in their professional judgement there is no benefit in continuing the process.

F. Formal process

The formal process is a hearing to be chaired by an appropriate, impartial senior manager who will be advised by a trained HERA role analyst. The role analyst will also act as secretary. The role holder will be invited to present the case in question, supported if desired by a work colleague or trade union representative. The line manager will be available to answer from or through the chair. The formal hearing will normally take place within six weeks of the request.

G. Purpose of the formal process hearing

- To hear and resolve any disputes and disagreements
- To instruct a scoring panel on the details, duties, responsibilities and contextual information and evidence to be considered with respect to the request in question
-

H. Scoring panel

The scoring panel will consist of three trained HERA analysts plus trade union observer/s. The appellant may address the panel, but the panel will deliberate in private with the TU observer/s.

The panel will normally meet within four weeks of the request from the informal or formal meeting.

I. Outcome of the scoring panel

The outcome of the scoring panel will normally be sent, through their line manager, to the role holder within one week of the panel's decision.

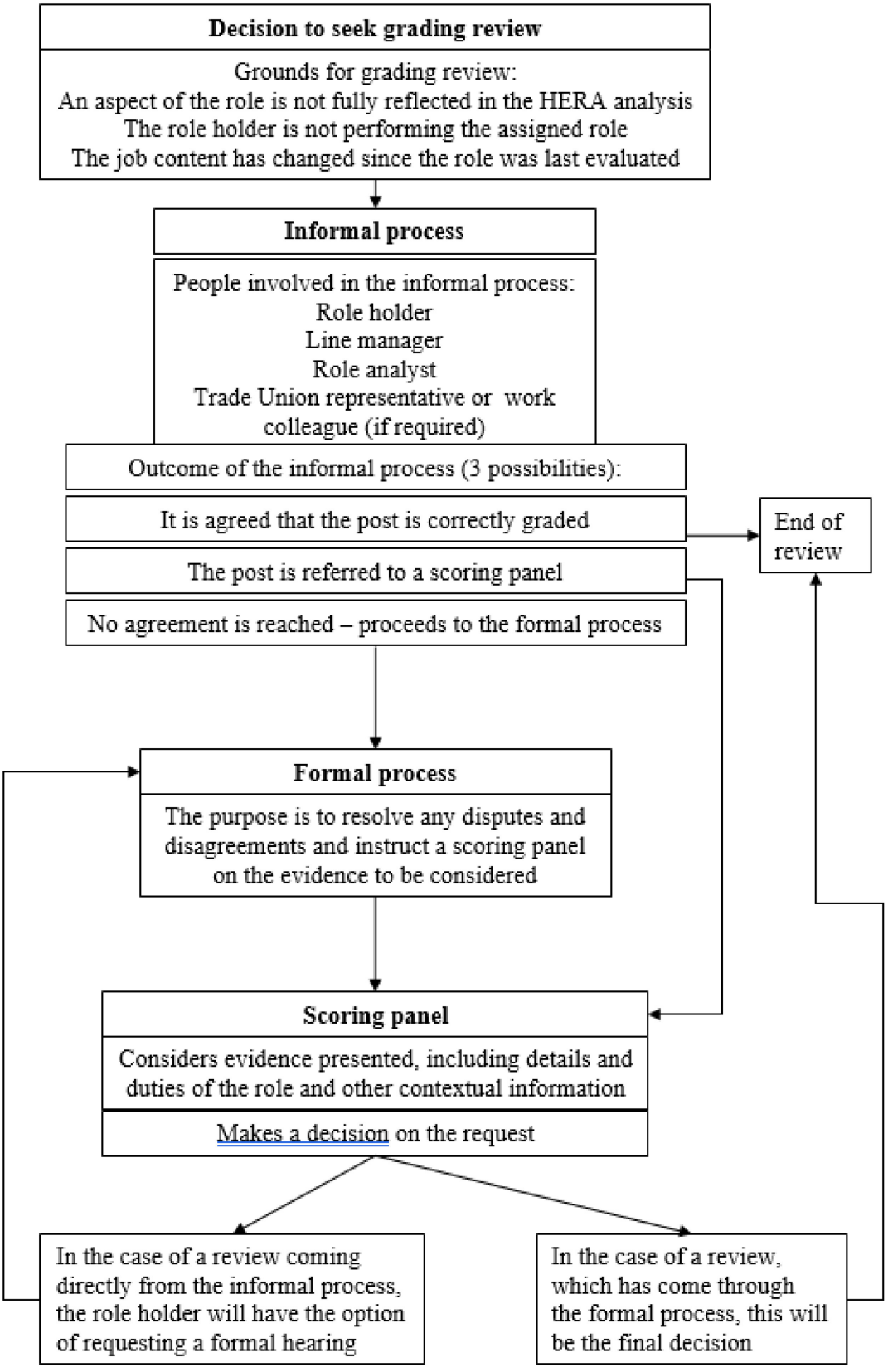
In the case of a request, which has come through the formal process, this will be the final decision. In the case of a request coming directly from the informal process, the role holder or line manager will have the option of requesting a formal hearing, and a HERA Interview.

Note: This procedure covers all employees in grades 1 to 9. In the case of a HERA Scoring Panel considering an evaluation that may result in a grade 9 post being regraded to a Senior Employees grade (10 to 12), trade union observers will be invited to attend.

J. If the role holder is not satisfied

The role holder has recourse to the grievance procedure.

K. Grading Review Procedure – Flow diagram



2. Academic Role Profiles

The University is committed to supporting research that embraces and recognises a full spectrum of activity. In particular this spectrum spans:

- The blue skies research of international standing that would typically be recognised within a research assessment exercise or equivalent peer review exercise.
- Applied research and knowledge transfer that is currently being recognised through the third-stream route of funding.
- Pedagogic research that continues to enhance the University's capability of contributing to high quality teaching and learning.
- Community based research.

3. Role Profiles: Teaching and Scholarship

LEVEL 1 *	**TEACHING AND SCHOLARSHIP**
1 Teaching and learning support	• Provide support to colleagues engaged in the teaching process. • Carry out teaching within a clear and established programme, with assistance and support. • Develop own teaching materials, with assistance and support. • Set and mark assignments. • Contribute to the development of examination questions. • Assess student progress and provide feedback.
2 Research and scholarship	• Reflect on practice and the development of own teaching and Learning skills.
3 Communication	• Deal with routine communication using a standard media. • Communicate information and ideas to students. • Write handouts and other basic learning support materials.
4 Liaison and networking	• Liaise with colleagues and students. • Join appropriate internal networks.
5 Managing people	• Manage, with guidance, own teaching activities.
6 Teamwork	• Actively participate as a member of a teaching team. • Attend and contribute to relevant meetings.
7 Pastoral care	• Show consideration to others.
8 Initiative, problem-solving and decision-making	• Deal with problems which may affect the delivery of own teaching. • Contribute to decisions affecting the work of the team.
9 Planning and managing resources	• Plan own day-to-day activity within the framework of the agreed programme. • Co-ordinate own work with that of others to avoid conflict or duplication of effort. • Contribute to the planning of teaching programmes.
10 Sensory, physical and emotional demands	• Sensory and physical demands may vary from relatively light to a high level depending on the discipline and the type of work carried out.
11 Work environment	• Is required to be aware of the risks in the work environment.
12 Expertise	• Possess sufficient breadth or depth of specialist knowledge in the discipline and be developing further skills in and knowledge of teaching methods and techniques.

NB * THIS PROFILE ONLY AGREED AS APPLICABLE FOR PRE-92 HEIs

LEVEL 2 [Grade 7] (building on the level of demand in Level 1)	**TEACHING AND SCHOLARSHIP**
1 Teaching and learning support	• Teach as a member of a teaching team in a developing capacity within an established programme of study, with the assistance of a mentor if required. • Teach in a developing capacity in a variety of settings from small group tutorials to large lectures. • Transfer knowledge in the form of practical skills, methods and techniques. • Identify learning needs of students and define appropriate learning objectives. • Ensure that content, methods of delivery and learning materials will meet the defined learning objectives. • Develop own teaching materials, methods and approaches with guidance. • Develop the skills of applying appropriate approaches to teaching. • Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking. • Supervise the work of students, provide advice on study skills and help them with learning problems. • Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students. • Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.
2 Research and scholarship	• Reflect on practice and the development of own teaching and learning skills.
3 Communication	• Deal with routine communication using a range of media. • Communicate complex information, orally, in writing and electronically. • Preparing proposals and applications to external bodies, e.g. for funding and accreditation purposes. • Communicate material of a specialist or highly technical nature.
4 Liaison and networking	• Liaise with colleagues and students. • Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration. • Join external networks to share information and ideas.
5 Managing people	• Agree responsibilities. • Manage own teaching, scholarly and administrative activities, with guidance if required. • Could be expected to supervise students' projects, fieldwork and placements. • Act as a mentor for students in capacity of personal tutor.
6 Teamwork	• Collaborate with academic colleagues on course development and curriculum changes. • Attend and contribute to subject group meetings.

	• Collaborate with colleagues to identify and respond to students' needs.
7 Pastoral care	• Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support. • Appreciate the needs of individual students and their circumstances. • Act as personal tutor, giving first line support. • Refer students as appropriate to services providing further help.
8 Initiative, problem-solving and decision-making	• Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and scholarly activities. • Respond to pedagogical and practical challenges. • Share responsibility in deciding how to deliver modules and assess students. • Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.
9 Planning and managing resources	• Use teaching resources and facilities as appropriate. • Plan and manage own teaching and tutorials as agreed with mentor.
10 Sensory, physical and emotional demands	• Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills. • Balance with help the competing pressures of teaching, scholarship and administrative demands and deadlines.
11 Work environment	• Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.
12 Expertise	• Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes. • Engage in continuous professional development. • Able to engage the interest and enthusiasm of students and inspire them to learn. • Develop familiarity with a variety of strategies to promote and assess learning. • Understand equal opportunity issues as they may impact on academic content and issues relating to student need.

LEVEL 3 [Grade 8] (building on the level of demand in Level 2)	**TEACHING AND SCHOLARSHIP**
1 Teaching and learning support	• Design teaching material and deliver either across a range of modules or within a subject area. • Use appropriate teaching, learning support and assessment methods. • Supervise student projects, field trips and, where appropriate, placements. • Identify areas where current provision is in need of revision or improvement. • Contribute to the planning, design and development of objectives and material. • Set, mark and assess work and examinations and provide feedback to students.
2 Research and scholarship	• Engage in pedagogic, practitioner and other scholarly activities as required to support learning. • Conduct individual or collaborative scholarly projects. • Identify sources of funding and contribute to the process of securing funds for own scholarly activities, where appropriate. • Extend, transform and apply knowledge acquired from scholarship to teaching and appropriate external activities. • Develop and produce learning materials and disseminate the results of scholarly activity.
3 Communication	• Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.
4 Liaison and networking	• Participate in and develop external networks, for example to contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.
5 Managing people	• Mentor colleagues with less experience and advise on personal development. • Depending on the area of work, could be expected to supervise the work of others. • Co-ordinate the work of others to ensure modules are delivered to the standards required.
6 Teamwork	• Act as a responsible team member, leading where agreed, and develop productive working relationships with other members of staff. • Co-ordinate the work of colleagues to identify and respond to students' needs.
7 Pastoral care	• Act as a module tutor. • Be responsible for the pastoral care of students within a specified area.
8 Initiative, problem-solving and decision-making	• Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved. • Develop ideas for generating income and promoting the subject. • Develop ideas and find ways of disseminating and applying the result of scholarship. • Sole responsibility for the design and delivery of own modules and assessment methods.

LEVEL 3 [Grade 8] **(building on the level of demand in Level 2)**	**TEACHING AND SCHOLARSHIP**
	• Collaborate with colleagues on the implementation of assessment procedures. • Advise others on strategic issues such as student recruitment and marketing. • Contribute to the accreditation of courses and quality control processes. • Tackle issues affecting the quality of delivery within scope of own level of responsibility, referring more serious matters to others, as appropriate.
9 Planning and managing resources	• As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met. • Manage projects relating to own area of work and the organisation of external activities such as placements and field trips. • Be responsible for administrative duties in areas such as admissions, time-tabling, examinations, assessment of progress and student attendance.
10 Sensory, physical and emotional demands	• Balance the pressures of teaching and administrative demands and competing deadlines.
11 Work environment	• Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.
12 Expertise	• Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching programmes and the provision of learning support. • Use a range of delivery techniques to enthuse and engage students.

LEVEL 4 [Grade 9] **(building on the level of demand in Level 3)**	**TEACHING AND SCHOLARSHIP**
1 Teaching and learning support	• Design, develop and deliver a range of programmes of study (sometimes for entirely new courses) at various levels. • Review on a regular basis course content and materials, updating when required. • Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students. • Ensure that course design and delivery comply with the quality standards and regulations of the university and department.
2 Research and scholarship	• Engage in pedagogic, practitioner and other scholarly activities. • Significantly contribute to the strategies for learning and teaching. • Work in conjunction with others to apply subject knowledge to practice.
3 Communication	• Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.
4 Liaison and networking	• Lead and develop internal networks for example by chairing and participating in Institutional committee. • Act as an external examiner to other Institutions and provide professional advice. • Lead and develop external networks for example with external examiners and assessors. • Develop links with external contacts such as other educational bodies, employers, and professional bodies to foster collaboration.
5 Managing people	• Provide academic leadership to those working within programme areas, as course leader or equivalent, by for example agreeing work plans to ensure that courses are delivered effectively or organising the work of a team by agreeing objectives and work plans. • Contributing to the development of teams and individuals through the appraisal system and providing advice on personal development. • Act as a personal mentor to peers and colleagues. • Resolve problems affecting the quality of course delivery and student progress within own areas of responsibility, referring more serious matters to others, as appropriate.
6 Teamwork	• Lead teams within areas of responsibility. • Ensure that teams within the department work together. • Act to resolve conflicts within and between teams.
7 Pastoral care	• Responsible for dealing with referred issues for students within own educational programmes. • Provide first line support for colleagues, referring them to sources of further help if required.
8 Initiative, problem-solving and decision-making	• Resolve problems affecting the delivery of courses within own educational programme and in accordance with regulations. • Make decisions regarding the operational aspects of own educational programme. • Contribute to decisions which have an impact on other related programmes.

LEVEL 4 [Grade 9] **(building on the level of demand in Level 3)**	**TEACHING AND SCHOLARSHIP**
	• Monitor student progress and retention. • Provide advice on strategic issues such as the balance of student recruitment, staff appointments and student and other performance matters. • Spotting opportunities for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas.
9 Planning and managing resources	• Responsible for the delivery of own educational programmes. • Contribute to the overall management of the department in areas such as resource management, business and programme planning. • Be responsible for setting standards and monitor progress against agreed criteria for own area of responsibility. • Be involved in departmental level strategic planning and contribute to wider strategic planning processes in the institution. • Plan and deliver consultancy or similar programmes and ensure that resources are available. • Be responsible for quality, audit and other external assessments in own areas of responsibility.
10 Sensory, physical and emotional demands	†
11 Work environment	• Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.
12 Expertise	• Required to be externally recognised scholar or teacher. • In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.

† Like all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand.

4. Role Profiles: Teaching and Research

LEVEL 2 [Grade 7]	TEACHING AND RESEARCH
1 Teaching and learning support	• Teach as a member of a teaching team in a developing capacity within an established programme of study, with the assistance of a mentor if required. • Teach in a developing capacity in a variety of settings from small group tutorials to large lectures. • Transfer knowledge in the form of practical skills, methods and techniques. • Identify learning needs of students and define appropriate learning objectives. • Ensure that content, methods of delivery and learning materials will meet the defined learning objectives. • Develop own teaching materials, methods and approaches with guidance • Develop the skills of applying appropriate approaches to teaching. • Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking. • Supervise the work of students, provide advice on study skills and help them with learning problems. • Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students. • Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.
2 Research and scholarship	• Develop research objectives and proposals for own or joint research, with the assistance of a mentor if required. • Conduct individual and collaborative research projects. • Write up research work for publication. • Continually update knowledge and understanding in field or specialism. • Translate knowledge of advances in the subject area into the course of study.
3 Communication	• Deal with routine communication using a range of media. • Communicate complex information, orally, in writing and electronically. • Preparing proposals and applications to external bodies, e.g. for funding and accreditation purposes. • Communicate material of a specialist or highly technical nature.
4 Liaison and networking	• Liaise with colleagues and students. • Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration. • Join external networks to share information and ideas.
5 Managing people	• Agree responsibilities. • Manage own teaching, research and administrative activities, with guidance if required. • Could be expected to oversee postgraduate students. • Act as a mentor for students in capacity of personal tutor.
6 Teamwork	• Collaborate with academic colleagues on course development, curriculum changes and the development of research activity.

LEVEL 2 [Grade 7]	TEACHING AND RESEARCH
	• Attend and contribute to subject group meetings. • Collaborate with colleagues to identify and respond to students' needs.
7 Pastoral care	• Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support. • Appreciate the needs of individual students and their circumstances. • Act as personal tutor, giving first line support. • Refer students as appropriate to services providing further help.
8 Initiative, problem-solving and decision-making	• Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and research activities. • Respond to pedagogical and practical challenges. • Share responsibility in deciding how to deliver modules and assess students. • Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.
9 Planning and managing resources	• Use teaching and research resources, laboratories and workshops as appropriate. • Plan and manage own teaching and tutorials as agreed with mentor.
10 Sensory, physical and emotional demands	• Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills. • Balance with help the competing pressures of teaching, scholarship, research and administrative demands and deadlines.
11 Work environment	• Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.
12 Expertise	• Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching and research programmes. • Engage in continuous professional development. • Able to engage the interest and enthusiasm of students and inspire them to learn. • Develop familiarity with a variety of strategies to promote and assess learning. • Understand equal opportunity academic content and issues relating to student need.

LEVEL 3 [Grade 8] **(building on the level of demand in Level 2)**	**TEACHING AND RESEARCH**
1 Teaching and learning support	• Design teaching material and deliver either across a range of modules or within a subject area. • Use appropriate teaching, learning support and assessment methods. • Supervise student projects, field trips and, where appropriate, placements. • Identify areas where current provision is in need of revision or improvement. • Contribute to the planning, design and development of objectives and material. • Set, mark and assess work and examinations and provide feedback to students.
2 Research and scholarship	• Develop research objectives, projects and proposals. • Conduct individual or collaborative research projects. • Identify sources of funding and contribute to the process of securing funds. • Extend, transform and apply knowledge acquired from scholarship to teaching, research and appropriate external activities. • Write or contribute to publications or disseminate research findings using other appropriate media. • Make presentations at conferences or exhibit work in other appropriate events.
3 Communication	• Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.
4 Liaison and networking	• Participate in and develop external networks, for example to identify sources of funding, contribute to student recruitment, secure student placements, market the institution, facilitate out reach work, generate income, obtain consultancy projects, or build relationships for future activities.
5 Managing people	• Advise and support colleagues with less experience and advise on personal development. • Depending on the area of work could be expected to supervise the work of others, for example in research teams or projects or as PhD supervisor.
6 Teamwork	• Act as a responsible team member and develop productive working relationships with other members of staff. • Could be required to take the lead in a local project. • Collaborate with colleagues to identify and respond to students' needs.
7 Pastoral care	• Could be expected to act as a module tutor. • Be responsible for the pastoral care of students within a specified area.
8 Initiative, problem-solving and decision-making	• Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved. • Develop ideas for generating income and promoting the subject. • Develop ideas and find ways of disseminating and applying the result of research and scholarship.

LEVEL 3 [Grade 8] **(building on the level of demand in Level 2)**	**TEACHING AND RESEARCH**
	• Sole responsibility for the design and delivery of own modules and assessment methods. • Collaborate with colleagues on the implementation of assessment procedures. • Advise others on strategic issues such as student recruitment and marketing. • Contribute to the accreditation of courses and quality control processes.
9 Planning and managing resources	• As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met. • Manage projects relating to own area of work.
10 Sensory, physical and emotional demands	• Balance the pressures of teaching, research and administrative demands and competing deadlines.
11 Work environment	• Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.
12 Expertise	• Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching and research programmes. • Use a range of delivery techniques to enthuse and engage students.

LEVEL 4 [Grade 9] (building on the level of demand in Level 3)	**TEACHING AND RESEARCH**
1 Teaching and learning support	• Design, develop and deliver a range of programmes of study (sometimes for entirely new courses) at various levels. • Review on a regular basis course content and materials, updating when required. • Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students. • Ensure that course design and delivery comply with the quality standards and regulations of the university and department.
2 Research and scholarship	• Determine relevant research objectives and prepare research proposals. • Contribute to the development of research strategies. • Carry out independent research and act as principal investigator and project leader. • Act as a referee and contribute peer assessment. • Make presentations or exhibitions at national or international conferences and other similar events.
3 Communication	• Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.
4 Liaison and networking	• Lead and develop internal networks for example by chairing and participating in Institutional committee. • Lead and develop external networks for example with external examiners and assessors. • Develop links with external contacts such as other educational bodies, employers, and professional bodies to foster collaboration.
5 Managing people	• Provide academic leadership to those working within programme areas, as course leader or equivalent, by for example co-ordinating the work of others to ensure that courses are delivered effectively or organising the work of a team by agreeing objectives and work plans. • Contributing to the development of teams and individuals through the appraisal system and providing advice on personal development. • Could act as a line manager (e.g. of research teams).* • Act as a personal mentor to peers and colleagues.
6 Teamwork	• Lead teams within areas of responsibility. • Ensure that teams within the department work together. • Act to resolve conflicts within and between teams.
7 Pastoral care	• Responsible for dealing with referred issues for students within own educational programmes. • Provide first line support for colleagues, referring them to sources of further help if required.
8 Initiative, problem-solving and decision-making	• Resolve problems affecting the delivery of courses within own educational programme and in accordance with regulations.

* where it is an established institutional practice at this level (not normally expected in post-92 HEIs)

LEVEL 4 [Grade 9] **(building on the level of demand in Level 3)**	**TEACHING AND RESEARCH**
	• Make decisions regarding the operational aspects of own educational programme. • Contribute to decisions which have an impact on other related programmes. • Provide advice on strategic issues such as the balance of student recruitment, staff appointments and student and other performance matters. • Spotting opportunities for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas.
9 Planning and managing resources	• Responsible for the delivery of own educational programmes. • Contribute to the overall management of the department in areas such as budget management and business planning. • Be involved in departmental level strategic planning and contribute to wider strategic planning processes in the institution. • Plan and deliver research, consultancy or similar programmes and ensure that resources are available. • Contribute to the management of quality, audit and other external assessments.
10 Sensory, physical and emotional demands	†
11 Work environment	• Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.
12 Expertise	• Required to be an externally recognised authority in the subject area. • In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.

† Like all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand.

5. Role Profiles: Research

LEVEL 1	RESEARCH
1 Teaching and learning support	• Assist in the supervision of student projects. • Could be expected to contribute to introductory courses, for example on the use of research methods and equipment.
2 Research and scholarship	• Undertake basic research for example by preparing, setting up, conducting and recording the outcome of experiments and field work, the development of questionnaires and conducting surveys. • Conduct literature and database searches. • Continue to update knowledge and develop skills.
3 Communication	• Write up results of own research. • Contribute to the production of research reports and publications. • Present information on research progress and outcomes to bodies supervising research, e.g. steering groups. • Prepare papers for steering groups and other bodies.
4 Liaison and networking	• Liaise with research colleagues and support staff on routine matters. • Make internal and external contacts to develop knowledge and understanding and form relationships for future collaboration.
5 Managing people	• Provide guidance as required to support staff and any students who may be assisting with the research.
6 Teamwork	• Actively participate as a member of a research team. • Attend and contribute to relevant meetings.
7 Pastoral care	• Show consideration to others.
8 Initiative, problem-solving and decision-making	• Make use of standard research techniques and methods. • Deal with problems which may affect the achievement of research objectives and deadlines • Contribute to decisions affecting the work of the team. • Analyse and interpret the results of own research and generate original ideas based on outcomes.
9 Planning and managing resources	• Plan own day-to-day research activity within the framework of the agreed programme. • Co-ordinate own work with that of others to avoid conflict or duplication of effort. • Contribute to the planning of research projects.
10 Sensory, physical and emotional demands	• Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work • Carry out tasks that require the learning of certain skills.
11 Work environment	• Is required to be aware of the risks in the work environment.
12 Expertise	• Possess sufficient breadth or depth of specialist knowledge in the discipline and be developing further skills in and knowledge of research methods and techniques.

LEVEL 2 [Grade 7] **(building on the level of demand in Level 1)**	**RESEARCH**
1 Teaching and learning support	• Be involved in the assessment of student knowledge and supervision of projects. • Assist in the development of student research skills.
2 Research and scholarship	• Develop research objectives and proposals for own or joint research, with the assistance of a mentor if required. • Conduct individual and collaborative research projects. • Write up research work for publication. • Continually update knowledge and understanding in field or specialism. • Translate knowledge of advances in the subject area into research activity.
3 Communication	• Deal with routine communication using a range of media. • Communicate complex information, orally, in writing and electronically. • Preparing proposals and applications to external bodies, e.g. for funding and contractual purposes. • Communicate material of a specialist or highly technical nature.
4 Liaison and networking	• Liaise with colleagues and students. • Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration. • Join external networks to share information and identify potential sources of funds.
5 Managing people	• Manage own research and administrative activities, with guidance if required.
6 Teamwork	• Work with colleagues on joint projects, as required • Collaborate with academic colleagues on areas of shared research interest. • Attend and contribute to relevant meetings.
7 Pastoral care	• Show consideration to others.
8 Initiative, problem-solving and decision-making	• Use new research techniques and methods. • Use initiative and creativity to identify areas for research, develop new research methods and extend the research portfolio. • Use creativity to analyse and interpret research data and draw conclusions on the outcomes. • Contribute to collaborative decision making with colleagues in areas of research.
9 Planning and managing resources	• Use research resources, laboratories and workshops as appropriate. • Plan and manage own research activity in collaboration with others.
10 Sensory, physical and emotional demands	• Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work. • Carry out tasks that require the learning of certain skills. • Balance with help the competing pressures of research and administrative demands and deadlines.
11 Work environment	• Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.

LEVEL 2 [Grade 7] **(building on the level of demand in Level 1)**	**RESEARCH**
12 Expertise	• Possess sufficient breadth or depth of specialist knowledge in the discipline and of research methods and techniques to work within established research programmes. • Engage in continuous professional development. • Understand equal opportunity issues as they may impact on areas of research content.

LEVEL 3 [Grade 8] (building on the level of demand in Level 2)	**RESEARCH**
1 Teaching and learning support	• Contribute to the teaching and learning programmes in the department. • Supervise postgraduate research students.
2 Research and scholarship	• Develop research objectives, projects and proposals. • Conduct individual or collaborative research projects. • Identify sources of funding and contribute to the process of securing funds. • Extend, transform and apply knowledge acquired from scholarship to research and appropriate external activities. • Write or contribute to publications or disseminate research findings using other appropriate media. • Make presentations at conferences or exhibit work in other appropriate events.
3 Communication	• Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.
4 Liaison and networking	• Collaborate actively within and out with the Institution to complete research projects and advance thinking. • Participate in and develop external networks, for example to identify sources of funding, generate income, obtain consultancy projects, or build relationships for future activities.
5 Managing people	• Mentor colleagues with less experience and advise on personal development. • Coach and support colleagues in developing their research techniques. • Depending on the area of work, could be expected to supervise the work of others, for example in research teams or projects.
6 Teamwork	• Take lead responsibility for a small research project or identified parts of a large project. • Develop productive working relationships with other members of staff. • Co-ordinate the work of colleagues to ensure equitable access to resources and facilities.
7 Pastoral care	• Deal with standard problems and help colleagues resolve their concerns about progress in research.
8 Initiative, problem-solving and decision-making	• Assess, interpret and evaluate outcomes of research. • Develop new concepts and ideas to extend intellectual understanding. • Resolve problems of meeting research objectives and deadlines. • Develop ideas for generating income and promoting research area. • Develop ideas for application of research outcomes. • Decide on research programmes and methodologies, often in collaboration with colleagues and sometimes subject to the approval of the head of the research programme on fundamental issues.
9 Planning and managing resources	• Plan, co-ordinate and implement research programmes. • Manage the use of research resources and ensure that effective use is made of them. • Manage or monitor research budgets. • Help to plan and implement commercial and consultancy activities. • Plan and manage own consultancy assignments.

LEVEL 3 [Grade 8] **(building on the level of demand in Level 2)**	**RESEARCH**
10 Sensory, physical and emotional demands	• Balance the pressures of research and administrative demands and competing deadlines.
11 Work environment	• Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.
12 Expertise	• Possess sufficient breadth or depth of specialist knowledge in the discipline to develop research programmes and methodologies. • Use a range of delivery techniques to enthuse and engage students.

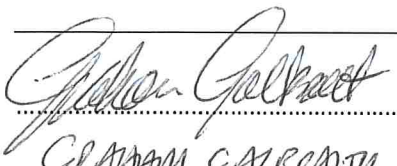
LEVEL 4 [Grade 9] (building on the level of demand in Level 3)	**RESEARCH**
1 Teaching and learning support	• Supervise the work of post graduate students. • Contribute to teaching.
2 Research and scholarship	• Contribute to the development of research strategies in the department. • Define research objectives and questions. • Develop proposals for research projects which will make a significant impact by leading to an increase in knowledge and understanding and the discovery or development of new explanations, insights, concepts or processes. • Actively seek research funding and secure it as far as it is reasonably possible. • Act as principal investigator on major research projects. • Generate new research approaches and identify, adapt, develop and use research methodologies and techniques appropriate to the type of research. • Review and synthesise the outcomes of research studies. • Interpret findings obtained from research projects and develop new insights, expanding, refining and testing hypotheses and ideas. • Contribute generally to the development of thought and practice in the field.
3 Communication	• Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.
4 Liaison and networking	• Lead and develop internal networks for example by chairing and participating in Institutional committees. • Lead and develop external networks for example with other active researchers and leading thinkers in the field. • Develop links with external contacts such as other educational and research bodies, employers, professional bodies and other providers of funding and research initiatives to foster collaboration and generate income.
5 Managing people	• Provide academic leadership to those working within research areas by for example co-ordinating the work of others to ensure that research projects are delivered effectively and to time or organising the work of a team by agreeing objectives and work plans. • Contributing to the development of teams and individuals through the appraisal system and providing advice on personal development. • Could act as line manager (e.g. of research teams).* • Act as a personal mentor to peers and colleagues.
6 Teamwork	• Lead teams within areas of responsibility. • Ensure that teams within the department work together. • Act to resolve conflicts within and between teams.

* where it is an established institutional practice at this level (not normally expected in post-92 HEIs)

LEVEL 4 [Grade 9] (building on the level of demand in Level 3)	**RESEARCH**
7 Pastoral care	• Responsible for dealing with referred issues for researchers within own project areas. • Provide first line support for colleagues, referring them to sources of further help if required.
8 Initiative, problem-solving and decision-making	• Resolve problems affecting the delivery of research projects within own area and in accordance with regulations. • Make decisions regarding the operational aspects of own research programme. • Contribute to decisions which have an impact on other related programmes. • Provide advice on issues such as ensuring the adequate balance of research projects, appointment of researchers and other performance matters. • Spotting opportunities for strategic development of new projects or appropriate areas of activity and contributing to the development of such ideas.
9 Planning and managing resources	• Responsible for the delivery of own research programmes. • Contribute to the overall management of the department in areas such as budget management and business planning. • Be involved in departmental level strategic planning and contribute to wider strategic planning processes in the institution. • Plan and deliver research, consultancy or similar programmes, ensuring that resources are available and required income levels are achieved. • Contribute to the management of quality, audit and other external assessments e.g. the Research Assessment Exercise.
10 Sensory, physical and emotional demands	†
11 Work environment	• Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.
12 Expertise	• Required to be a nationally recognised authority in the subject area. • In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.

† Like all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand.

Signed by:



..... Signature

GRAHAM GALBRAITH ..... Printed Name

3/10/23 PROF ..... Title

On behalf of the University

3/10/23 ..... Date

..... Signature

STEVE OLIVER ..... Printed Name

BRANCH CHAIR ..... Title

On behalf of Unison

03/10/2023 ..... Date

..... Signature

Pip Sutton ..... Printed Name

Ms ..... Title

On behalf of UCU

3-10-'23 ..... Date

University of Portsmouth
University House
Winston Churchill Avenue
Portsmouth PO1 2UP
United Kingdom

T: +44 (0)23 9284 3195

E: corporate-governance@port.ac.uk
W: www.port.ac.uk