

Joint Negotiating Committee for Higher Education Staff

ACADEMIC ROLE PROFILES

March 2004
(Amended January 2005)

GUIDELINES FOR USE OF THE NATIONAL LIBRARY OF ACADEMIC ROLE PROFILES

Context

The Framework Agreement

The Framework Agreement for the Modernisation of Pay Structures established a Technical Group to oversee the development of a library of indicative role profiles for academic staff and associated guidance on their use, to assist institutions in the process of implementing a new grading structure. Use of this library is not intended as a substitute for proper application of job evaluation processes, but as a means to help in the application of those with a light touch.

The guidance given below is intended to inform the processes developed at institution level for assimilating academic staff into new grading and pay structures. The practicalities of these processes will need to take account of local needs and should be developed in partnership with recognised trade unions, in accordance with the spirit of the Framework Agreement and the JNCHES guidance on Role Analysis and Job Evaluation.

That guidance highlights the importance of using an analytical scheme which is capable of evaluating roles (or jobs) in terms of the various demands made on them. The purpose of using job evaluation is to determine the relative value or size of roles so that a rank order of comparative worth can be established. Use of job evaluation also means that decisions about the grading of roles can be made consistently and transparently, helping to satisfy legal requirements about equal pay for work of equal value.

Technical Group

The Technical Group established under the Framework Agreement included representatives from the AUT, NATFHE, EIS and UCEA. The remit of the Group was to oversee the development of a library of indicative role profiles for academic staff and to publish an agreed library and user guidance, related to the commended model pay structure in Appendix C of the Framework Agreement. Therefore the guidance given below is mainly relevant to those institutions who will implement the model structure in Appendix C¹ or a close variant of that, but others may also find it useful.

¹ read, where appropriate, in conjunction with the Memorandum of Understanding agreed between AUT and pre-92 HEIs, or the Memorandum of Understanding agreed between EIS/ULA and Scottish post-92 HEIs.

National Library of Role Profiles

This national library of role profiles covers academic staff, with profiles for three mixes of activity – largely Research, largely Teaching and Scholarship and a balance of Teaching and Research – over five levels². The latter create a rank order that can be mapped against the model grading structure.

The role profiles are indicative, not definitive, and are intended to describe the demands and responsibilities required of most members of academic staff employed by UK HE institutions.

The profiles provide an analytical mechanism to help inform grading decisions in ways that are transparent and will satisfy the requirements of legislation and case law. They are intended to be used in conjunction with a job evaluation scheme to ensure that all roles found within an institution are analysed and compared using a common approach, as outlined in the JNCHES guidance on role analysis and job evaluation.

The library role profiles have been developed in partnership with the trade unions to provide a simple and straightforward mechanism for analysing academic roles. They were formed from examples of evidence of role requirements supplied by a range of institutions and have been subjected to testing in others. This has been done to ensure that the profiles are:

- typical
- representative
- practically useful
- capable of being analysed using the job evaluation tools used in the sector
- acceptable to academic members of staff and their union representatives.

Whilst the development and testing of the library profiles has been undertaken as thoroughly as practicable, inevitably there is no experience yet of their operational use in HE institutions. UCEA and the academic unions therefore intend to review the profiles, and this guidance, in the light of feedback on their early use; and, if necessary, to agree appropriate revisions.

Use

The primary reason for creating the national library of academic role profiles is to facilitate initial assimilation of the majority of academic staff to the pay structure model in Appendix C of the Framework Agreement, where institutions decide to adopt this approach. The profiles have been designed to be used in conjunction with the job evaluation schemes in use in the sector, not as a substitute. As some institutions have not yet developed their use of job evaluation, the headings used in the national library role profiles could be used to analyse academic roles. However, some appropriate and defensible method must be found to compare academics with all other roles in the same institution.

The recommended process for use of the profiles is outlined below. Institutions are strongly advised to consider the operational implications of the guidance and determine locally with their partner trade unions how to translate it into practice.

² The library includes a profile for Teaching and Scholarship at Level 1 which the Technical Group considered appropriate for pre-92 HEIs, but not applicable in the post-92 part of the sector.

Stage 1 Adopting the national library of role profiles

The national library of role profiles has been developed across a range of institutions to provide generally applicable definitions of academic work with varying mixes of activity at each of five levels. It is expected that most members of academic staff will be covered by these profiles.

However, some changes to the library profiles may be required to take account of variations in local circumstances, practice and terminology. This will be particularly the case in small or specialist institutions or to take account of the particular circumstances of certain subject departments – where issues of scale and detail may arise. Any changes should be agreed locally with the recognised trade unions.

Additionally – to help ensure ease and consistency of interpretation, and to assist with scoring under their selected role analysis scheme - institutions in collaboration with their partner unions may wish to elaborate parts of the profiles so that they readily relate to typical local activities, or to add examples of such activities. Where such an approach is found useful, the selection of such examples should be drawn from those found to be common or typical in role analysis or similarly systematic exercises.

Once the library role profiles have been interpreted and elaborated in this way for use at an institution, each role profile will need to be analysed and scored using the HEI's preferred job evaluation scheme.

Stage 2 Development of local benchmark roles

If existing role analysis information on the work of academic role-holders is insufficient for the purposes of making fair and transparent grading decisions, a set of benchmark roles should be developed. These should cover the full range of roles and include examples of typical and atypical roles. The sample of roles should normally allow between 5% and 10% of the total number of academic staff employed in the institution to be included. However, this percentage may be too low to ensure adequate coverage in small institutions.

The selection of roles used as benchmarks should ensure adequate representation of those roles typically occupied by men and by women. It should also contain a representative number of part-time and full-time roles and be equality-proofed in terms of contractual status, race and disability.

(Detailed guidance on the selection and use of benchmark roles has been published to support the use of HERA, in conjunction with the trade unions.)

The benchmark roles should be analysed using the institution's preferred job evaluation scheme. (The HERA scheme allows for the evidence of role requirements needed to create the profiles to be gathered in a number of different ways. These include the use of group discussions, the completion of brief questionnaires, or desktop (soon to become online) analysis. The Hay scheme can also be applied in a variety of ways that support the development of robust local benchmark roles).

The analysis will provide a points score for each of the local benchmark roles. The scores will create a rank order of roles that can be set against the reference points provided by the national library of role profiles. The points scores will also enable academic roles to be ranked in relation to all other roles found in the institution, thus achieving the overarching imperative of ensuring equal pay for work of equal value across all employees.

Stage 3 Allocating individual members of staff to benchmark roles

Once the benchmark roles have been identified, individual members of staff will each be allocated to a specific benchmark role. Decisions regarding this allocation will need to be informed by those who understand the role and have responsibility for the work of the role-holder(s). Normally this will be: by a line manager, in agreement with the role-holder, or by a panel established for the purpose; in accordance with locally agreed procedures; and by identification of the relevant local benchmark role profile on the basis of "best fit".

In the allocation of roles against local benchmarks, it will be important to set to one side any activities for which the role-holder is rewarded separately – eg any extra or temporary duties for which s/he receives a specific responsibility allowance in addition to the appropriate salary for her/his grade. Allocation to a benchmark is for the purpose of determining grading, not total remuneration.

Stage 4 Matching local benchmark roles against the national library role profiles

The national library of role profiles provides a series of reference points against which local benchmark roles can be compared. This should be done analytically, using a common method for evaluating the two, with the components of the chosen job evaluation scheme as a basis for comparison of the two sets of profiles. The range of profiles in the library, at each of the five levels, should provide a basis for matching most benchmark roles – wherever they are positioned in the continuum of the mix of teaching and research activities and with whatever additions of administrative and other tasks. The key focus should be on determining the level of demand on the role, not its particular balance of activities.

Thus, for instance, the institution may have benchmark roles that are wholly for research. These could be matched for Level against the library profiles for largely research roles, with limited consideration of the "teaching and learning support" element of the library profiles.

Especially care will be needed in the matching of profiles at Level 5. The library profiles for this level represent indicative minima: some HEIs will have more demanding roles which may not be separately designated as a higher level. In particular, where professorial and head of department roles are not co-terminous it will be important to recognise the academic leadership responsibilities of professors (eg for sub-disciplines and for particular activities across the larger department), and to identify the respects in which managerial responsibilities of department heads exceed or substitute for other Level 5 activity. Where the latter is temporary, additional responsibility payments may be more appropriate than substantive regrading.

Stage 5 Matched

If a benchmark role is broadly comparable with one of the library profiles, the former could then be graded in line with the grading for the matched library profile. Rather than focus on the precise points score achieved for an individual benchmark role, it is normal practice to group roles together for grading purposes, each grade having a band of points produced by the job evaluation scheme. These bands will be developed locally in conjunction with trade unions to reflect each particular institution's requirements and coverage of all staff.

Matching of the scored library profiles and the local benchmark roles will create fixed points in the grading structure which can then be used for the assimilation of remaining roles and for comparison with all other roles within the institution.

The concept of “best fit” should be employed to determine whether the national library role profiles and the local benchmark profiles are broadly comparable. This is a matter of judgement that needs to be defensible, both as regards the fit of each element of the profiles and the range of elements broadly matched. The precise meaning of “comparable” must therefore be determined locally in conjunction with partner trade unions. As a rough guide, a benchmark role and national library role profile should be some three-quarters the same overall, and adequately cover the key elements, to be regarded as “matched”.

At some institutions, particularly perhaps small or specialist HEIs, the mix of activities typically required of role-holders will be such that local benchmark profiles will not readily match with the library profiles in terms of the combination of activities detailed for particular levels under each element. In such cases, institutions and their partner unions could consider using the library profiles as reference points for grading in respect of their total job weight – ie by comparing the total score for the library profiles under the selected role analysis scheme with that for the local benchmark roles.

Stage 6 Not matched

If a benchmark role does not have a best fit match with any of the profiles in the national library a full analysis using the institution’s chosen job evaluation scheme should be carried out.

The resulting points score can then be used to allocate the role in question into the grading framework created by matching local benchmark roles with the national library.

Stage 7 Assimilating non-benchmark roles

It is likely that most institutions will have some specialist or particular roles that would not fall within their own benchmarks nor have a ready match with the library profiles.

Each of these should be analysed using the chosen job evaluation scheme. This will produce a points score which will enable the roles to be assimilated into the grading framework created by the matching of benchmark roles against the national library.

Process

The matching of local benchmarks against the library profiles needs to use processes that are:

- transparent
- analytical
- participative.

Working in partnership with the trade unions should achieve these aims and ensure that the process and outcomes will be generally acceptable. The benefits of adopting this way of working should include smooth transition to new grading and pay structures and a reduced number of appeals.

Where there are no appropriate existing procedures, consideration should be given to the establishment of a steering group to oversee the process and provide strategic guidance – comprising representatives from the employing institution and trade unions. All members should be trained and have good understandings of the practicalities of equal opportunities policies and legislation and of the institution’s chosen job evaluation scheme. The JNCHES guidance on role analysis and job evaluation provides detailed advice on implementation and

recommends that trade union representatives are provided with adequate training and sufficient paid facility time to enable them to participate fully in the process.

Role profiles should be created and scored by trained role analysts who then make recommendations on grading to a panel (or panels) set up to finalise decisions, or through such other arrangements as are locally agreed. This provides the required light touch and is known to facilitate consistency. It is also time effective and can lead to the development of high levels of internal expertise and professionalism.

Role analysts can be recruited from staff employed across the institution and include trade union representatives as well as HR professionals. It is recommended that no one role analyst should be expected to score a profile alone. Checks for consistency should be carried out across the outputs of the various role analysts, and the analysts should be encouraged to work together exchanging views and judgements on a regular basis.

Membership of any grading panel(s) will need to be carefully considered and it is strongly recommended that equal membership of "management" and the trade union side is achieved. Issues regarding the chairing and servicing of the panel will also require joint consideration.

All members of the panel(s) will require training, including on the need to take account of the impact group dynamics might have on the fairness and quality of decisions.

Systems will need to be put in place to ensure transparency and reassure employees of the fairness of the process.

Review and Appeals

All employees should be given the right to request a review of the grade to which they are allocated and to appeal against grading decisions. The detail of such local processes should be developed and agreed with partner trade unions.

It is expected that in many cases there will be agreement on three possible stages of review and appeal:

First, if a role-holder does not agree with the benchmark role to which s/he has been allocated, s/he should in the first instance raise the matter with those responsible for the initial allocation. It is possible that the matter could be resolved immediately by agreeing to allocate the role-holder to a different benchmark. This process should be facilitated by specific reference to the relevant graded local benchmark profiles, with decisions and the reasons for them being recorded and reported in accordance with locally agreed procedures.

Second, if the role-holder remains dissatisfied, s/he could have access to a formal review by the sort of joint grading panel outlined above, with locally agreed procedures including consideration of the relative correlation of the role-holder's profile with those for a range of local benchmarks.

Third, if the role-holder continues to dispute her/his grading, s/he should have access to a full role analysis conducted by a trained role analyst with her/his role being scored and allocated to a grade as outlined in Stage 6 above. This would be the final phase of review.

In the event that a role-holder wishes to raise a complaint regarding the way in which any phase of this evaluation has been conducted, they should make use of established local grievance procedures.

In developing appropriate processes, institutions and their partner unions should note in particular that equal pay legislation, and associated case law, requires that:

- the development of benchmarks is analytical, robust and representative;
- the process for allocating individual roles to benchmarks is transparent and conducted according to defined criteria;
- any staff dissatisfied with their allocation to a benchmark should be offered a full analytical evaluation of their role.

Relationship to development of individual roles and careers

The library of profiles should be used to inform grading decisions. The on-going development of specific roles within the institution needs to be discussed between the employee and their manager.

Use of the library should not restrict or alter the existing arrangements for determining role content or developing individuals. If over time the institution's requirements of particular roles change, such roles should be reviewed and if appropriate assigned to a different benchmark (which may be at the same grade or higher). Similarly, if the development needs of an individual – in terms of career progression or otherwise – point to change in their current role, there should be scope for discussion of this and for agreed revisions to their role leading, where appropriate, to their allocation to a different local benchmark.

ROLE PROFILES

SECTION 1:

Teaching and Scholarship

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

SECTION 2:

Teaching and Research

- Level 2
- Level 3
- Level 4
- Level 5

SECTION 3:

Research

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

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 (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, eg 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 (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 subject, professional and pedagogy research as required to support teaching activities. • 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. • 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 (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 and practitioner research and other scholarly activities. • Contribute to the development of teaching and learning strategies. • 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. - 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.

LEVEL 5 (building on the level of demand in Level 4)	TEACHING AND SCHOLARSHIP
1 Teaching and learning support	• Oversee the design and development of the overall curricula. • Lead the development and clarification of academic standards for the subject area • Contribute to the development of academic policies across the Institution. • Develop the quality assurance framework within the Institution's overall framework e.g. for the validation and revalidation of courses and student admission and assessment. • Encourage the development of innovative approaches to course delivery and ensure that teaching delivery achieves the educational standards of the department.
2 Research and scholarship	• Lead the development and implementation of teaching and learning strategy. • Conduct research into learning and teaching methodologies and disseminate best practice within and outwith the Institution. • Develop and promote the use of innovative assessment methods. • Lead collaborative partnerships with other educational institutions or other bodies. • Lead bids for consultancy and other additional funds. • Make presentations at national and international conferences and similar events.
3 Communication	• Be routinely involved in complex and important negotiations internally and with external bodies.
4 Liaison and networking	• Chair committees and participate in Institutional decision making and governance. • Lead and develop internal and external networks to foster collaboration and share information and ideas and to promote the subject and the Institution. • Promote and market the work of the department in the subject area both nationally and internationally.
5 Managing people	• Exercise academic leadership for all subject area teaching and scholarly activities. • Act as line manager for matters relating to the employment of staff and ensuring the work is allocated fairly, according to skills and capacity. • Ensure that staff are suitably qualified to work within their own area. • Appraise and advise staff on personal and career development plans.

6 Teamwork	• Develop and communicate a clear vision of the unit's strategic direction. • Ensuring the enactment of Institutional strategic plans. • Promote a collegiate approach and develop team spirit and team coherence. • Foster inter-disciplinary team working.
7 Pastoral care	• Responsible for the initial resolution of all student issues within and outwith standard procedures. • Overall responsibility for welfare of staff drawing on specialist advice and support as required. • Ensure that an appropriate framework is developed and used for pastoral care issues.
8 Initiative, problem-solving and decision-making	• Determine academic standards within own areas of responsibility. • Contribute to the determination of the academic standards framework across the Institution • Determine the final allocation of resources within own area of responsibility. • Act as the final arbiter in local disputes. • Be party to strategic decisions at Institutional level • Lead the development of new and creative approaches in responding to teaching and learning challenges. • Initiate new and original solutions to problems. • Provide advice to external bodies.
9 Planning and managing resources	• Take overall responsibility for the organising and deployment of resources within own areas of responsibility. • Contribute to Institutional planning and strategic development.
10 Sensory, physical and emotional demands.	†
11 Work environment	• Overall responsibility for health and safety in own areas of responsibility. • Ensure that appropriate risk management processes are operational.
12 Expertise	• A leading authority and scholar in the subject, with a considerable national or international reputation. • Possess in depth knowledge of specialism to enable the development of new knowledge, innovation and understanding in the field. • A thorough understanding of institutional management systems and the wider higher education environment, including equal opportunities issues.

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

ROLE PROFILES: TEACHING AND RESEARCH

LEVEL 2	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, eg 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. • 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 (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 outreach 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. • 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 (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 (eg 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)

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. - 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.

LEVEL 5 (building on the level of demand in Level 4)	TEACHING AND RESEARCH
1 Teaching and learning support	• Oversee the design and development of the overall curricula. • Develop the quality assurance framework within the Institution's overall framework e.g. for the validation and revalidation of courses and student admission and assessment. • Encourage the development of innovative approaches to course delivery and ensure that teaching delivery achieves the educational standards of the department.
2 Research and scholarship	• Lead the development and implementation of research strategy. • Lead and co-ordinate research activity in the subject. • Lead research and collaborative partnerships with other educational institutions or other bodies. • Lead bids for research, consultancy and other additional funds. • Make presentations at national and international conferences and similar events.
3 Communication	• Be routinely involved in complex and important negotiations internally and with external bodies.
4 Liaison and networking	• Chair committees and participate in Institutional decision making and governance. • Lead and develop internal and external networks to foster collaboration and share information and ideas and to promote the subject and the Institution. • Promote and market the work of the department in the subject area both nationally and internationally.
5 Managing people	• Exercise academic leadership for all subject area teaching and research activities. • Act as line manager for matters relating to the employment of staff and ensuring the work is allocated fairly, according to skills and capacity. • Ensure that staff are suitably qualified to work within their own area. • Appraise and advise staff on personal and career development plans.

6 Teamwork	- Promote a collegiate approach and develop team spirit and team coherence. - Foster inter-disciplinary team working. - Develop and communicate a clear vision of the unit's strategic direction.
7 Pastoral care	- Responsible for the initial resolution of all student issues within and outwith standard procedures. - Overall responsibility for welfare of staff drawing on specialist advice and support as required. - Ensure that an appropriate framework is developed and used for pastoral care issues.
8 Initiative, problem-solving and decision-making	- Determine the final allocation of resources within own area of responsibility. - Act as the final arbiter in local disputes. - Be party to strategic decisions at Institutional level - Lead the development of new and creative approaches in responding to teaching and research challenges. - Initiate new and original solutions to problems. - Provide advice to external bodies.
9 Planning and managing resources	- Take overall responsibility for the organising and deployment of resources within own areas of responsibility. - Contribute to Institutional planning and strategic development.
10 Sensory, physical and emotional demands.	†
11 Work environment	- Overall responsibility for health and safety in own areas of responsibility. - Ensure that appropriate risk management processes are operational.
12 Expertise	- A leading authority in the subject, with a considerable national or international reputation. - Possess in depth knowledge of specialism to enable the development of new knowledge, innovation and understanding in the field. - A thorough understanding of institutional management systems and the wider higher education environment, including equal opportunities issues.

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

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 (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, eg 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.
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 (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 outwith 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.
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 (building on the level of demand in Level 3)	RESEARCH
1 Teaching and learning support	• Supervise the work of post graduate students. • Could be expected to contribute to teaching programmes.
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 (eg of research teams)* • Act as a personal mentor to peers and colleagues.

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

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 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.

LEVEL 5 (building on the level of demand in Level 4)	RESEARCH
1 Teaching and learning support	• Could be expected to contribute to teaching programmes and the development of the curriculum in own area.
2 Research and scholarship	• Lead the development and implementation of research strategy. • Lead and co-ordinate research activity in the subject. • Lead research and collaborative partnerships with other external bodies. • Lead bids for research, consultancy and other additional funds. • Make presentations at national and international conferences and similar events.
3 Communication	• Be routinely involved in complex and important negotiations internally and with external bodies.
4 Liaison and networking	• Chair committees and participate in Institutional decision making and governance. • Lead and develop internal and external networks to foster collaboration and share information and ideas and to promote the subject and the Institution. • Contribute to the enhancement of research quality and thinking in the field by being involved in quality assurance and other external decision making bodies. • Promote and market the work of the department in the subject area both nationally and internationally.
5 Managing people	• Exercise academic leadership for all subject area research activities. • Act as line manager for matters relating to the employment of staff and ensuring the work is allocated fairly, according to skills and capacity. • Ensure that staff are suitably qualified to work within their own area. • Appraise and advise staff on personal and career development plans.
6 Teamwork	• Develop and communicate a clear vision of the unit's strategic direction. • Ensuring the enactment of Institutional strategic plans. • Develop team spirit and team coherence and foster inter-disciplinary team working.
7 Pastoral care	• Responsible for the initial resolution of all team issues within and outwith standard procedures. • Overall responsibility for welfare of staff drawing on specialist advice and support as required. • Ensure that an appropriate framework is developed and used for pastoral care issues.

8 Initiative, problem-solving and decision-making	• Determine the final allocation of resources within own area of responsibility. • Act as the final arbiter in local disputes. • Be party to strategic decisions at Institutional level • Lead the development of new and creative approaches in responding to research and commercial challenges. • Initiate new and original solutions to problems. • Provide advice to external bodies.
9 Planning and managing resources	• Take overall responsibility for the organising and deployment of resources within own areas of responsibility. • Plan and implement research projects and monitor progress to ensure the achievement of financial and research objectives. • Contribute to Institutional planning and strategic development.
10 Sensory, physical and emotional demands.	†
11 Work environment	• Overall responsibility for health and safety in own areas of responsibility. • Ensure that appropriate risk management processes are operational.
12 Expertise	• A leading authority in the subject, with a considerable national or international reputation. • Possess in depth knowledge of specialism to enable the development of new knowledge, innovation and understanding in the field. • A thorough understanding of Institutional management systems and the wider higher education environment, including equal opportunities issues.

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