

**Personal Circumstance / COVID-19 Impact Statement Template STAGE 2 – FULL APPLICATION – PS2**

 (Please use font type **Calibri, Size 11, single spaced, portrait orientation only).**

As part of the revised academic promotion schemes, academic colleagues have the option to provide a Personal Circumstance / COVID-19 Impact Statement.

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| PERSONAL CIRCUMSTANCES / COVID-19 IMPACT STATEMENT |
| *Reference to the Guidelines on Personal Circumstance/ COVID-19 Impact Statement may assist in the completion of this Statement. Please note, you may be invited by the Board to submit supporting documentation in evidence of your personal circumstance. If invited to submit, instruction on the submission of such supporting documentation will be given at the time.* |
| **Candidate Name** |  |
| **College** |  |
| **School** |  |
| **Personal Circumstance/ COVID -19 Impact Statement Consent** This information will be processed and stored in line with the Academic Promotion Data Protection Notice. For further information see Guidelines for Personal Circumstance / COVID 19 Impact Statement **√ tick** as appropriate |
| Please tick this box to indicate your consent for the information outlined in this Statement to be shared with your Head of College, your Head of School, Promotion Board members, the Human Resources Department, External Reviewers and where applicable, members of the Academic Promotions Appeals Board.  |  |
| Where you are sharing information relevant to a third party, you are asked to tick this box to indicate you have received permission to share this information as part of your Personal Circumstance/ COVID-19 Statement.  |  |

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| **Please specify which of the three criteria category areas have been impacted by placing a ‘√’ as appropriate** |

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| **Category Areas**  |  **Impacted area(s) √ tick as appropriate** |
| Leadership in Learning & Teaching |  |
| Leadership in Research & Innovation |  |
| Leadership in Contribution to Academic Citizenship & Engagement  |  |
| **Specific Criteria impacted** E= Essential/ G = General/ L = Learning & Teaching/ R = Research & Innovation/ C = Contribution to Academic Citizenship & Engagement. | **Please refer to the list of codes provided accompanying this document which are relevant to the stage of your application.** |

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| Provide any relevant factual information here without the inclusion of information of a sensitive nature, as there is provision within the Regulation for such information to be disclosed to the Chair of the Promotions Board).  |
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| CANDIDATE SIGNATURE - I confirm that I have agreed the above statement with the Head of School. |
| Shape  Description automatically generated with low confidence |
| Date |  |
| HEAD OF SCHOOL/HEAD OF COLLEGE (As appropriate) SIGNATURE - I confirm that I have agreed the above statement with the candidate named. |
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| Date |  |

**CODE REFERENCE**

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| CRITERIA STAGE 2: FULL APPLICATION STAGE (APPENDIX C OF REGULATION) |
| *To assist in completion of your Personal Circumstance/ COVID-19 Impact Statement you are provided with a list of codes against the Regulation criteria. This listing is specifically set out for the purposes of facilitating the identification of impact on specific criterion. it is not a replacement for the Regulation which is your primary reference point in compiling your application.*  |
| ***Learning and Teaching***  |
| *Profile/ Record – planning, delivery and assessment (currency)* |
| **L1** | Evidence-based teaching load of timetabled undergraduate and/or postgraduate class contact teaching hours (including but not limited to lectures, formally supervised laboratory practice/ laboratories/field trips/field courses/projects/seminars/tutorials and clinical work), subject to departmental and disciplinary norms, and associated examining responsibilities, which in total across all of the foregoing normally includes a minimum of 150 hours per annum.\* |
| **L2** | Holding positions of responsibility such as Programme Director or Head of Department, Director of a Research Institute or Executive Education Programme (and equivalents), or directing programmes for which clinical responsibilities are held.\* |
| **L 3** | External examining in undergraduate or postgraduate assessment in another institution or in postgraduate clinical focused diplomas and professional examinations at national or international level. |
| **L4** | Membership of prestigious selective societies or elevation to leadership positions, fellowship or equivalent in leading international societies or committees, based on outstanding performance in Learning & Teaching scholarship. |
| **L5** | Contributions to the pedagogy of the discipline through leading or involvement in workshops on education, undertaking peer reviews and contributing to educational initiatives within or outside the University, for example running workshops or specialist courses at other universities |
| **L6** | An outstanding and sustained record of dissemination of excellence and best practice in learning and teaching, leading to enhancement of teaching and learning standards at School or College level. |
| **L7** | Significant and sustained contributions that have shaped the way in which the discipline is taught within the School/College. |
| **L8** | Accolades and awards for Learning and Teaching contribution and practice. |
| **L9** | Leadership of policy development relating to Learning and Development. |
| **Programme Planning, delivery and assessment L10** | Developing UCC’s educational offering to provide students with an education that is evidence based, innovative, inclusive and effective. |
| **L11** | Oversee the development, delivery and review of learning and teaching provision in the discipline for students at all levels. |
| **L12** | Regular leadership role or participation in Examination Boards at School/ College level |
| **L13** | Delivering and maintaining currency of curriculum which is informed by sector and industry developments in related fields. |
| **L14** | Significant and sustained contribution to learning and teaching development plans or activities that benefit others within the School/College. |
| **L15** | Significant on-going curriculum review and adaption through developing new learning/ programme focuses, sharing with the broader university community, where appropriate. |
| **L16** | Reviewing of course content and materials, and where appropriate developed, designed and updated materials at a course/programme level. |
| **L17** | Leading contribution to curriculum development and design across the institution. |
| **L18** | Embracing advances in learning technologies in learning and teaching practice. |
| **L19** | Leading in teaching development initiatives, showing awareness by applying important external developments and/or international developments in pedagogy and research in higher education |
| **L20** | Leading in development of new, market-leading programmes of study including continual professional development, life-long learning and distance education and of related materials |
| **L21** | Contributing to the development of a new or restructured programme. |
| **Collaborations L22** | Development of collaboration in terms of teaching across subject and disciplinary boundaries |
| **L23** | Facilitating external co-delivery of curricula |
| **Student Engagement L24** | Facilitating students to engage in investigative and research oriented learning. |
| **L25** | Providing opportunities for multi-disciplinary thinking and exploration in learning and teaching practice. |
| **L26** | Leading developments which foster and embed a strong student-focused culture |
| **L27** | Providing opportunities for students to engage with external organisations by leading developments in the involvement of external organisations in teaching for example through collaborative student experiences/ projects / public engagement activities. |
| **L28** | Leading initiatives at College and University level aimed at promoting access and recruitment of mature students and students from underrepresented cohorts and/or initiatives which are committed to the retention of same students. |
| **L29** | Sustained development, evaluation and application of methods/approaches that support an inclusive learning environment. |
| **L30** | Championing student engagement across the institution |
| **L31** | Contributing to students’ personal, academic and professional Development |
| **L32** | Embedding the development of skills to be successful in the workplace (employability) into the curriculum. |
| **Quality & Impact** **L33** | Evidence of teaching excellence and impact on student learning, as demonstrated through the results of consistent and regular course evaluation and gathering evidence of student learning |
| **L34** | Evidence from student feedback and peers of learning and teaching quality couple with a putting into practice the feedback gained to enhance learning teaching quality |
| **L35** | Peer recognition of quality teaching, including awards for Learning and Teaching or for contribution to professional or clinical training. |
| **L36** | Regular review of teaching quality to encourage critical, creative thinking and instil a passion for lifelong learning. |
| **L37** | Develop and review approaches to teaching, learning and assessment which advance techniques and standards for the discipline at School or College levels, contributing to University policy and or influencing disciplinary pedagogy. |
| **L38** | Driving moderation, benchmarking and quality control to confirm or improve learning and teaching processes. |
| **L39** | Leadership in College/School initiatives that improve teaching quality |
| **L40** | Involvement in academic quality assurance assessments and panels internally and/or externally to the University. |
| **L41** | Notably contributing to national and/or international networks to support improvements in the quality of teaching and learning which enhances the reputation of the individual and the University. |
| **Innovation****L42** | Sustained record of innovation that has led to changes in teaching practice for example, contribution to developments in pedagogy and research in higher education beyond the University. |
| **L43** | Development or adoption of innovative approaches to teaching and learning, maintaining theoretical currency while demonstrating innovation and creativity in teaching methods e.g. use of technology, innovative assessments |
| **L44** | Making a leading contribution to debate nationally and internationally about new approaches to teaching, learning and assessment policy, methods and practices by publication, contribution to conferences and/or work with relevant national and/or international bodies, reflecting an acknowledged international reputation as an expert in teaching. |
| **L45** | Significant and sustained contributions to active development and use of the VLE and other forms of learning technologies, as appropriate to the discipline. |
| **L46** | Engaging in scholarship of the theory and practice of education to engender innovative and evidence-led approaches to teaching. |
| **L47** | Initiating the use of innovative technologies and/or physical space to support effective and inclusive student learning. |
| **CPD****L48** | Evidence of a sustained commitment to continuing professional development in learning and teaching via a record of leadership and engagement with personal and professional development in relation to teaching and learning, such as attainment of accredited award(s) in higher education teaching, successful and sustained involvement in other professional activities, in disciplinespecific education and/or specialist educational approaches, which has impacted on teaching (for example, participation in or contribution to, courses and seminars (peer reviewed presentations), organised by professional development units). |
| **L49** | Adopting a sustained self-critical perspective in learning and teaching practice through seeking and using peer and other inputs, including observing others, to reflect on and sustain/enhance Learning & teaching practice. |
| **L50** | Participation in courses and seminars relating to learning and teaching enhancement, e.g. CIRTL, CDE, relevant digital badges, National Forum courses. |
| **L51** | Evidence of sustained development of the learning and teaching skills of other staff within the University. |
| **L52** | Ongoing leadership success in roles such as mentor, peer reviewer, or ally (EDI) |
| **L53** | Maintaining theoretical currency- development of novel materials to teach the programme more effectively which have impacted positively on student learning and which may have impacted on teaching and learning in other institutions, nationally and/or internationally. |
| ***Leadership in Research & Innovation*** |
| *Profile/Record – Research Output (currency)* |
| **Profile/ Record** (currency)**R1** | Significant record of sustained and continuing independent output of research and scholarly artefacts that demonstrate creative professional activity and/ or are internationally recognised in terms of their originality, significance and contribution to the advancement of knowledge in the relevant discipline(s). These include but are not limited to: high quality international peerreviewed publications, proceedings, monograph(s), pedagogical research, other publications of national or international standing, or their equivalent, including recognised professional practice, creative output or other such recognised works of scholarship as relevant to the discipline.\* |
| **R2** | Original research output with a substantive ground-breaking observable impact on the discipline nationally and/or internationally, as evidenced by objective evidence, especially for disciplines where there is limited potential for commercial or societal impact. Authorship: 3. Co-authoring international research publications resulting from collaborative work; 4. Lead authorship of research published in internationally significant international peer refereed journals, as book chapters or monographs, or in other appropriate media. In music and creative writing, evidence of activity and recognition as appropriate to the level of application. 5. Synthesising research, e.g. auth |
| **R3** | Establishing and directing an active Research Institute, Centre or Unit. |
| **R4** | Producing open research outputs as appropriate via the adoption of best practices in data/ formula/code sharing, distribution of materials/digital outputs, publishing preprints and study protocols. |
| **R5** | Leadership and contribution to the development of research strategy or research support/infrastructure within the School/ College/ University. |
| **R6** | Publishing in the area of scholarship of learning and teaching. |
| **R7** | Conference presentations on disciplinary/ interdisciplinary related pedagogy |
| **R8** | Evidence of attraction of research students and research staff external to UCC. |
| **R9** | Evidence of sustaining other research-related contributions through conference papers and presentations and/or consultancy projects and advice; and public engagement activities. |
| **R10** | Excellence of significant and sustained national or international standing evidenced by such disciplinary appropriate measures as peer esteem, invitations to: present at major national or international conferences, join research consortia, edit leading academic journals/books, join leading societies/professional bodies, deliver keynote addresses, citations and the presentation of awards for research activity, prestigious visiting fellowships, etc. Contributing as a member of editorial boards of national or international journals, conference organising committees, grant panels, professional bodies, etc. • Membership of national committees. • Membership of editorial boards, if appropriate to the field. • Status as reviewer and/or referee for national and international journals. • Organisation of or contribution to academic conferences at national and international levels. |
| **Research Leadership/ Supervision** **R11** | Providing intellectual leadership to build research capacity and research collaborations, both internally and externally to the University. |
| **R12** | Evidence of recruitment and supervision to completion of postgraduate/postdoctoral researchers |
| **R13** | Supporting students carrying out research to become autonomous researchers |
| **R14** | An excellent track record of completed supervisions (with dates), particularly of PhDs (or equivalent doctoral degrees) and postdoctoral researchers, that is exceptional in scale and/or quality. |
| **R15** | Leadership of research groups, if appropriate to the field, and evidence of facilitating, improving and inspiring the work of colleagues. |
| **R16** | A substantial track record of supervision of post-doctoral researchers and research assistants that is exceptional in scale and/or quality. |
| **R17** | Ongoing and successful involvement in the delivery and successful management of research teams or infrastructure to the benefit of the University and that advances best practice in research leadership. |
| **R18** | Internal and/or external examining of higher research degree theses |
| **Building Research Capacity** **R19** | Make a leading contribution to the development and implementation of research strategy, research support or infrastructure at School/College or University level. |
| **R20** | Building personal and colleague research capacity and reputation to ensure future research prospects. |
| **R21** | Creating a supportive and inclusive research environment where researchers can develop and achieve their full research potential. |
| **R22** | Mentoring of early career researchers and academic staff and steps taken to support and promote career development of these researchers |
| **R23** | Driving research integration internally and externally to the University |
| **R24** | Contributing to research professional development workshops and/or conferences. |
| **R25** | Developing oneself as a research leader via engagement in appropriate development for example seminars or workshops focused on enhancing research leadership knowledge and skills |
| **Research Funding****R26** | Significant and sustained level of internal and external applications to recognised research funding bodies, independently or in collaboration with others, with a success rate appropriate for the discipline.\* |
| **R27** | Leadership in initiatives to develop, enhance and support grant applications |
| **R28** | Leading major funding bids which develop and sustain research support for a specialist area and advance the reputation of the University, as appropriate to the discipline. |
| **R29** | Exploitation of intellectual property, including patents, where appropriate to the discipline. |
| **R30** | Applying for grants to work on projects in education/ learning and teaching pedagogy |
| **R31** | Leading the development of external grant funding in your discipline, including colleagues |
| **R32** | Responding to learning from past funding applications. |
| **R33** | Co-leading or collaborating on competitive grants that bring together a range of internal and/or external contributors. |
| **Quality & Impact** **R34** | Planning and leading the development, Implementation and publication/dissemination of research of outstanding quality and international repute. |
| **R35** | Demonstrate commitment to leading a research culture characterised by ethical conduct, integrity, and responsible practices. |
| **R36** | Clear evidence of significant national and international academic impact through research and scholarly activities. |
| **R37** | Record of generating impact which may include but is not limited to: enhanced job creation, productivity, policy development, creative practice or performance, public understanding and engagement, quality of life (health, cultural, environmental, etc.), community development, reputation of UCC/Ireland, attraction of researchers of excellence, leveraging of funding, efficiencies, efficacies, professional standards, education (including human capital development) and a reduction in risks across all areas. |
| **R38** | Demonstrable impact on the research field, as defined by disciplinary norms, such as: new or significant change to the advancement of knowledge or understanding, reform of practice or process, novel creative insight, concepts, philosophies, or the design/development of techniques, technologies or devices |
| **R39** | Demonstrating external impact of academic research, e.g. through patents or other intellectual property, the work of spin-out companies or other examples of enterprise |
| **R40** | Establishing national and international peer esteem for self and/or your research team. |
| **Innovation, Entrepreneurship, Commercialisation & Consultancy** **R41** | Evidenced track record of incremental, radical or disruptive advancement of ideas, concepts, practice, process, creative endeavour or development of novel technologies, devices or other artefacts arising from original research. |
| **R42** | Successful/potential of commercialisation, as appropriate to the discipline, of research and intellectual property, including through patents, licences, copyright, trademarks, know how, design, data bases, spin out companies (including High Potential Start Ups), other commercial entities and the generated revenue associated with each. |
| **R43** | Evidence of successful and continuing consultancy, as appropriate to the discipline. |
| **R44** | Generating new knowledge and practices through multi/interdisciplinary research, e.g. using a team-based approach. |
| **Collaborations** **R45** | Significant contribution to a research group/centre/network or other multi-researcher research collaborations. |
| **R46** | Involving the public, private sector organisations in research process, increasing the relevance of research to society. |
| ***Leadership in Contribution to Academic Citizenship and Engagement*** |
| **Profile/ Record** *(currency)* **Translation and application of knowledge.****C1** | A significant reputation for providing expert advice to government, public bodies, civil society, industry and other organisations, advisory boards (national or international) informing the public and contributing to policy/ industry/ clinical development or reform – including but not limited to public output on local, national and international media gaining local, national or international recognition for the discipline and University. |
| **C2** | Engaging with relevant external stakeholders to help tackle the key issues and challenges facing society. Applying academic expertise for social/community benefit society - Influencing on global and local issues. |
| **C3** | Translating and applying knowledge to effect change for the benefit of the broader community |
| **C4** | Evidence of societal and policy impact through serving as an expert witness, advisor or advocate for the discipline. |
| **C5** | Contributing to national or international standards or government policies; broader economic, social or cultural prosperity, e.g. through changes to public policy. |
| **C6** | Effecting changes to enhance public or professional services. |
| **Leadership at School/College Levels** **C7** | Responsibility for/ informing of strategy in the discipline; developing and promoting a clear academic vision of the academic unit’s strategic direction. |
| **C8** | Lead and manage a team of senior colleagues, who have delegated responsibility for specific academic unit activities |
| **C9** | Leading key College/ School governance processes and strategic initiatives. |
| **C10** | Influencing the decisions and policies made by school management teams. |
| **C11** | Participating in and contributing to organisation of national and international summer schools, symposia, conferences and workshops which promote the discipline and enhance the academic reputation of the School and College. |
| **C12** | Development and leading Outreach activities that enhance best practice nationally or internationally. |
| **Leadership at University Level** **C13** | Active and sustained record of leadership and contribution to the University shown by assuming positions of responsibility and active and successful membership on University, School or College Committees or Boards, working groups or a project team, showing responsibility for initiatives or innovations in academic management processes and/or management of a major project showing leadership in quality review related activities. |
| **C14** | Taking an active role in leading people, with or without formal authority, to facilitate the effective running of the University. |
| **C15** | Sustained leadership contribution to University Governance through participation in or chairing of University Committees responsible for policy development within the institution (includes service to Governing Authority, Academic Council or other relevant professional societies and associations) |
| **C16** | Play a leading role in the relevant wider academic community, and where appropriate professional community. |
| **C17** | Active and leading responsibility for management and administration, for example, devising and developing initiatives or innovations in academic administrative processes. |
| **C18** | Developing new institutional multi-disciplinary partnerships |
| **C19** | Taking positions of responsibility and leadership in initiatives which enhance the well-being of academic staff. |
| **C20** | Contributing to and influencing the work of formal committees |
| **C21** | Organisation of Alumni activities and building relationships with external partners leading to philanthropic benefits to the University. |
| **C22** | Driving specific initiatives that bring colleagues together for activity that contributes to the delivery of UCC’s Strategy. |
| **Enhancing the University’s Profile Externally** **C23** | Sustained initiation or maintenance of links between the University and external groups or the community at large. |
| **C24** | Significant and sustained contribution to University’s capacity nationally and internationally, e.g. knowledge transfer activities, contribution to marketing and publicity events, and/or to culture and cultural enrichment. |
| **C25** | Engagement with external organisations/ agencies in developing mutually beneficial relationships - relevant organisations, professions or other Higher Education Institutions. |
| **C26** | Communicating externally using different media to create relevant opportunities for dialogue and collaboration. |
| **C27** | Contributing to the development and delivery of a strategy for sustained dialogue with the wider community, creating opportunities for dialogue and exploration of relevant discipline related issues. |
| **C28** | Representing and promoting the University externally, nationally and internationally e.g. managing relations with external partners and stakeholders |
| **Contribution to University management and administration** **C29** | Significant and sustained high-quality contribution to academic management and/or policy formation at School, College or University level. |
| **C30** | Significant and sustained high-quality contribution to planning, governance or academic management at School, College or University level e.g. Quality Reviews, Institutional Reviews, etc. |
| **C31** | Management of staff and other resources of an academic unit, via a role of leadership/ Headship responsibility e.g. resource planning, workload distribution, contribution and growth review of academic colleagues in the discipline. |
| **C32** | Significant and sustained contribution to addressing aspects of the Student Experience. |
| **C33** | Significant and sustained contribution to student recruitment and retention including recruitment initiatives beyond the University. |
| **C34** | Leadership of School or College projects, which may involve interdisciplinary groups. |
| **C35** | Significant and sustained contribution to the University’s mission, core values and behaviours. |
| **Influencing Collegiality****C36** | Building supportive relationships with colleagues to enable individual colleagues, teams and the University perform to its potential. |
| **C37** | Supporting the career development of others. |
| **C38** | Mentoring others across the University either as part of a formal scheme or more informally with colleagues (other than relating to learning & teaching and research & innovation). |
| **C39** | Working with others to create new products or services. |
| **C40** | Taking a meaningful and impactful role in University activities and initiatives to improve the University’s working environment and create an inclusive culture |
| **Income Generation Profile** **C41** | An established and sustained track record of seeking and securing income for the benefit of the School/ College/University. |
| **C42** | Leading programme development which creates opportunities for income generation. |
| **C43** | Enhance opportunities for income generation through activities in teaching, research and fundraising. |
| **C44** | Secure significant income for and from knowledge exchange through external grants and/or commercialisation activities |
| **C45** | Leadership and management of significant University related activities, or the development of major projects with demonstrated income generating impact for the University. |
| **C46** | Identifies income generating opportunities which are implemented by self or others at a School/ College and/ or University level. |