	Grade 7 – Research Associate	Grade 8 – Research Fellow	Grade 9 – Senior Research Fellow
SECTION A: RESEARCH & SCHOLARSHIP	**Excellence**: The University adopts the approach established by the Research Excellence Framework (REF) for assessing the quality of outputs, as appropriate to your discipline: **Originality** - the extent to which the output makes an important and innovative contribution to understanding and knowledge in the field. **Rigour** - the extent to which the work demonstrates intellectual coherence and integrity, and adopts robust and appropriate concepts, analyses, sources, theories and/or methodologies. **Significance** - the extent to which the work has influenced, or has the capacity to influence, knowledge and scholarly thought, or the development and understanding of policy and/or practice. The overall quality ratings are described as: 4* - world-leading in terms of originality, significance and rigour. 3* - internationally excellent in terms of originality, significance and rigour but which falls short of the highest standards of excellence. 2* - recognised internationally in terms of originality, significance and rigour. 1* - recognised nationally in terms of originality, significance and rigour. In assigning a quality rating, you should make reference to the above criteria; reference to the supplementary criteria[1] for the REF Main Panels A, B, C and D may also be appropriate. In the case of jointly authored outputs, please ensure that you describe your contribution to the output.[2] In providing context for each output, you may refer to other indicators of quality as appropriate to your discipline that refer specifically to the output. Examples include article-level citation metrics or external recognition e.g., prizes awarded. The University is a signatory of the Declaration on Research Assessment (DORA) and all narrative you provide must be compliant with these principles. Where appropriate, a substantive monograph may substitute for 2 outputs. Outputs should meet funder and REF requirements for Open Access[3]. They should also exemplify best practice in open research, as appropriate to the discipline, including through the transparency of data, methods, materials, design and analysis, and practices that support replication[4].		
Outputs	A record of scholarly output over career to date which includes at least 4 outputs in the most recent 6-year period. At least 2 of these outputs should meet the REF criteria for 3* or better, with the potential that one or more could be graded as 4*.	A record of scholarly output over career to date which includes at least 4 outputs in the most recent 6-year period that meet the REF criteria 3* or better, with the potential that one or more could be graded as 4*.	A sustained record of scholarly output over career to date which includes at least 4 outputs in the most recent 6-year period that meet the REF criteria for 3* or better. At least 1 of these outputs should also meet the REF criteria for 4*.

[1] Part 3: Assessment criteria, Section 3: Outputs, Para 197-205, REF2021 Panel criteria and working methods: https://2021.ref.ac.uk/media/1450/ref-2019_02-panel-criteria-and-working-methods.pdf

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

[3] https://www.gla.ac.uk/myglasgow/openaccess/

[4] For guidance, refer to the eight Transparency and Openness Promotion (TOP) guidelines (http://cos.io/top) and the FAIR data principles, which aim to make data Findable, Accessible, Interoperable, and Reusable (https://www.force11.org/group/fairgroup/fairprinciples).

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Award Generation	**Excellence** is reflected not only in the volume of funding but also in the prestige of funder or scheme (e.g., fellowships, highly selective schemes).		
	Contribution to successful funding applications, as recognised in the application.	Principal Investigator or key contributor, as recognised by fractional ownership on the Financial Approver Document (Agresso) or equivalent, on a significant and current UKRI, EU and/or other grants. Independent research funding application, including highly rated grant applications.	Principal Investigator or key contributor, as recognised by fractional ownership on the Financial Approver Document (Agresso) or equivalent, on current UKRI, EU and/or other externally peer-reviewed grants. Research income in excess of the Russell Group median for the discipline: https://www.gla.ac.uk/myglasgow/humanresources/all/pay/professorialandgrade10staff/rgbenchmarkdata/
Supervision	**Excellence** is demonstrated, for example, by the success of supervised students, completion rates, or student prizes.		
	Experience of PGR and research project supervision. In all aspects of scholarship, the international dimension of the work is important and should be articulated. These dimensions cover international co-authors, co-applicants, collaborators and international PGR.	Leadership of PGR supervision, e.g., acting as first supervisor. In all aspects of scholarship, the international dimension of the work is important and should be articulated. These dimensions cover international co-authors, co-applicants, collaborators and international PGR.	PGR supervision in excess of the Russell Group median for the discipline: https://www.gla.ac.uk/myglasgow/humanresources/all/pay/professorialandgrade10staff/rgbenchmarkdata/ In all aspects of scholarship, the international dimension of the work is important and should be articulated. These dimensions cover international co-authors, co-applicants, collaborators and international PGR.
SECTION B: IMPACT	**Excellence** is demonstrated by providing evidence of how the reported activities are designed and undertaken, as well as providing evidence of the outcomes achieved in the pursuit of impact. Impact is a change or benefit beyond academia and can be to the economy, society, culture, public policy or services, health, the environment or quality of life. It is recognised that the intended impact may not have occurred yet.		
	Participation and productive engagement with external partners or collaborators, or productive public engagement of research, either alone or as part of a team, designed to translate the applicant's research into impact. Activities and outcomes should be described and evidenced.	A major role in productive, externally facing engagement designed to translate the applicant's research into impact. Activities and outcomes should be described and evidenced.	Sustained commitment to and distinctive contribution to productive externally facing engagement designed to translate the applicant's research into impact. Activities and outcomes should be described and evidenced. The specific impact being pursued, and its potential significance should also be described.

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SECTION C: LEARNING & TEACHING PRACTICE	**Excellence** is demonstrated through substantial achievement as a practitioner, leader and manager or teaching that influences practice within or across disciplines.		
	Delivery of high-quality teaching, as judged by evaluation methods including student feedback and peer review.

Evidence of an enhancement-based approach to teaching, supporting student learning and/or assessment.

Contribution to the design and development of courses or programmes within the relevant subject area.

Designing and marking of assessments with effective and timely feedback to students.

Candidates should note any other achievements that contribute to evidence of their contribution to teaching excellence such as teaching awards and the development of subject-specific teaching materials/ educational resources or other guide. | A track record of a reflective and reasoned approach to teaching, course design, assessment and evaluation as evidenced through use of student feedback to evaluate and develop teaching and assessment and development of new teaching materials or methodologies influenced by pedagogy of the subject.

Enhancement of learning and teaching may also be demonstrated through the effective use of technology to support teaching and assessment; effective approaches to employability/graduate attribute development; and adoption of active learning and inclusive learning approaches including internationalisation of the curriculum.

Candidates should note any other achievements that constitute evidence of their contribution to teaching excellence, such as teaching awards and the development of subject-specific teaching materials/ educational resources or guides. | To have undertaken required training and development to support the high-quality delivery of teaching modules, as evidence, for example, by the completion of the PgCAP or other appropriate routes. This is a mandatory requirement in order to satisfy this criterion. Meeting this sub-criterion on its own will, however, not meet the overall expectation and will be considered alongside other evidence to provided

Substantial track record of reflective and reasoned approach to teaching, course design, assessment and evaluation as evidenced through use of student feedback to evaluate and develop teaching and assessment, and development of new teaching materials or methodologies influenced by pedagogy of the subject.

Enhancement of learning and teaching may also be demonstrated through the effective embedding of technology to support teaching and assessment; effective approaches to employability/graduate attribute development; and adoption of active learning and inclusive learning approaches including internationalisation of the curriculum.

Contributing to growth of the UG or PGT student population, including international students, resulting in new income streams.

External engagement in support of teaching in the discipline and/or generic improvements in the quality of learning and teaching including external examining of taught and research degrees.

Candidates should note any other achievements that constitute evidence of their commitment to teaching excellence, such as teaching awards, the development of subject-specific teaching support materials/educational resources or guides or significant contributions to taught elements of PGR student programmes. |

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

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SECTION E: ESTEEM	**Excellence** is intrinsically reflected in the peer-reviewed recognition of quality by an external body.		
	Presentations at UK Higher Education Institutions / national and/or international conferences. Involvement in peer review of publications/grants. Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile.	Contributions to workshops and seminars for external bodies. Engagement in peer review of publications/grants. Panel organisation of international conferences/events and UK Higher Education Institutions. Effective research collaborations, within the UK and internationally. Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile.	Fellowship of subject-specific society and/or international visiting appointment at a leading (top 200 globally or top 3 in specific country) international university. Frequent contributions to workshops and seminars for external bodies, including invitations to deliver keynote talks at international conferences/events. Membership of editorial boards or similar for journals or books and/or reviewer role for external funding bodies, in the UK and internationally. Effective links with research funders e.g., through Research Council college membership. Candidates should note any other forms of external recognition that might be pertinent to their discipline and raising their individual esteem or profile.