**APPENDIX 2**

**CRITERIA FOR SUCCESSFUL COMPLETION OF PROBATION**

(**N.B.** All sections apply to Probationers on Teaching & Scholarship and Teaching & Research contracts, unless indicated otherwise)

**Teaching**

The Probationer will be able to demonstrate evidence of:

* Successful completion of a profile of teaching and assessment normally at various levels in a variety of formats appropriate to the discipline (e.g. 1:1 tuition or supervision, lecturing to large groups, seminars and workshops, distance learning, studio, laboratory or clinically based teaching and assessment);
* Excellent feedback on teaching, assessment and module administration by peer review of colleagues, external examiners and by students through evaluation questionnaires;
* Successfully developing or incorporating own sub-specialism into a taught programme, and contributing to curriculum planning and development;
* Implementing, teaching and managing at least one module in discipline to a high standard;
* Adherence to all quality assurance procedures and demonstration of a commitment to enhancement of student learning and the wider student experience;
* Contributing effectively to student support, including dealing timeously with questions and communications from students;
* The impact self-reflection and training has had on improving pedagogy and the organisation and management of teaching over the probationary period.

**Scholarship** (for Probationers on **Teaching & Scholarship** contracts only)

The Probationer will be able to demonstrate evidence of:

* A coherent and focused profile of relevant pedagogic or professional enquiry appropriate to the discipline and the requirements of their School, and showing potential to develop as a recognised specialist independently or while contributing as a member of a team.
* How this has underpinned and shaped the design and delivery of teaching.
* Productive engagement with external bodies (e.g. subject associations, professional and statutory bodies, the Higher Education Academy, the wider discipline) with demonstrable benefits for own scholarly development, teaching, personal standing in the profession, and reputation of the University.

The proportion of the Probationer’s time allocated for scholarship should be agreed with the line manager as part of the objective-setting process and be clearly indicated on Form 1.

**Research** (for Probationers on **Teaching & Research** contracts only)

1. Evidence of outputs (individual or collaborative) for publication/peer-review which meet the following thresholds of quality and volume:
* Some research outputs rated at least at 3\* by peer review. (This peer review process will be rigorous and involve judgments by more than one individual, with the process overseen by the School Director of Research.)
* Research outputs to be in high quality international fora, i.e. publications, conferences, venues – as appropriate to the REF criteria of the discipline.
* The quality of outputs will take precedence over the quantity a Probationer is expected to achieve; however these outputs should appear during probation, with further research carried out during probation that leads or should lead to 3\* outputs at least. In the case of collaborative outputs, the proportion and significance of the individual contribution of the Probationer must be evidenced. Reference should be made to citation indices where available and if appropriate to the discipline.
* A Probationer will be expected to publish peer-reviewed outputs in high quality international fora – as appropriate to REF criteria of the discipline, and should have at least sufficient quantity of outputs prior to completion of probation to be on track to make a full REF submission appropriate to career stage.
* As part of the probationary objective-setting process, the Probationer and their Academic Line Manager, in consultation with the Dean, will agree the Probationer’s research output strategy and the publication outlets (or other means of peer-reviewed dissemination in the case of atypical outputs).
1. In relation to research grant funding:
* Evidence of having written and submitted (as PI, or joint PI with major input) a significant research grant application to a research council or the EU (eg. FP7, Horizon, 2020, ERC) or other funding body with relevance to the discipline (e.g. Leverhulme, Wellcome Trust or major charities) and gained positive feedback from all the referees, prior to the end of probation. If the grant is not successful in being funded it should only be because of a lack of available funding rather than because the application falls short on quality. Particular attention will be paid to the feedback from the external funding body in assessing whether the grant application has reached the required quality threshold. Research grant application values should be at least at levels associated with disciplinary norms.
* Obtain some research funding (at least, for example, a small grant for the funding of travel associated with research).
1. In relation to research student supervision:
* Have begun to supervise research students as part of a supervisory team.
1. In relation to building external reputation and impact:
* Evidence of presenting papers at a minimum of 2 conferences / seminars exhibitions / workshops of international standing, where possible funded by a conference grant.
* Evidence of contribution to external activity in the discipline (e.g. refereeing papers, engagement in a research network)
* Demonstrate engagement in public outreach or business / industry collaboration by outlining achievements to date in disseminating work (e.g. public engagement contributions; contributions to adult education; radio; television; adoption of an idea or contesting accepted thinking).

The proportion of the Probationer’s time allocated for research should be agreed with the line manager as part of the objective-setting process and be clearly indicated on Form 1.

**Contribution to School and University**

The Probationer will be able to demonstrate evidence of:

* Positive and engaged contribution to School activities (e.g. health and safety; student support; disability support; library liaison, building external links) and committees, demonstrating collegiality and collaboration.
* Development of activities which contribute to the delivery of one or more of the University’s cross-cutting strategies (Wider Impact; Internationalisation; Employability, Enterprise and Entrepreneurship) as appropriate according to School business needs and own skills and expertise.

**Personal and Professional Development**

The Probationer will be able to demonstrate evidence of:

* Undertaking such training and development as discussed and agreed with the Academic Line Manager and approved by the Dean of School..
* Actively engaging with their Academic Line Manager, Mentor, colleagues and other resources available to the Probationer to acquire the skills and knowledge necessary to contribute to the School as an established academic.
* Completion of Associate Module of the Postgraduate Certificate in Academic Practice in Higher Education Programme (PGCAPHE) or medical equivalent.
* Completion of required online Information Security Awareness training.
* Completion of required on-line Equality, Diversity and Inclusion training.
* Undertaking professional CPD in discipline, where relevant.
* Progress towards membership of a relevant professional institution, where applicable.
* An awareness of University governance, structures, strategies, policies and procedures.