

Grade Criteria for Promotion of Research Staff

The following grade profiles aim to provide a basis for defining levels of tasks and responsibility appropriate to the five Research and Analogous grades (IB, IA, II, III and IV). These fall broadly under the three headings of knowledge, supervision received/given, research attainment. The ability to work as part of a team forms a critical attribute for all grades and contributing to the development of staff at a junior level is also a common feature. There is an apparent expectation of changing emphasis on progression from one grade to the next, commencing with an emphasis on discipline related knowledge and, thus, on a more direct connection to the individual's piece of research, to more managerial accountability in Grade III, and a combined responsibility for staff and research specialism at Grade IV.

These guidelines have been amplified to provide specific examples and applications in the hope of providing greater consistency.

Comparison to the Academic grade is useful for placing the more senior research grades in context, Grades III and IV being the equivalent in salary terms of the grades of Senior Lecturer/Reader and Professor respectively.

Grade 6/Academic 1 (Grade IB)

1. This grade is mainly intended as a training grade and as the normal appropriate level of appointment for newly graduated staff entering into research employment for the first time. Initial placement within the grade is to be made in accordance with a person's qualifications and experience.
2. Such qualifications would usually be of a graduate level and the level of responsibility allocated to the post would usually be limited, especially in terms of academic initiative.
3. The duties appropriate for grade IB would normally involve the interpretation of results (possibly obtained and collated by clerical or technical staff) but initiative in the planning of the research would not normally be required. Discipline related knowledge would be limited for entry to the first scale point. (Completion of a final year undergraduate dissertation might be regarded as satisfactory evidence for appointment to the second scale point.)

Grade 7/Academic 2 (Grade IA)

5. Posts in grade IA will be differentiated from those in grade IB principally by the degree of responsibility involved and/or the amount of academic initiative expected. The work involved should be such as is likely to produce independent, original contributions to the subject area.
6. Such posts may well carry responsibility for the supervision of the work of staff in grade IB or of technicians while themselves receiving less supervision [e.g. little supervision in terms of analytical tools/programs]. Research in this grade may have direct client contact. Proven postgraduate knowledge of discipline is expected. (Research attainment will include written contributions to publications in scholarly journals and oral presentations at conferences/meetings.)

7. On reaching the top of the IA scale, research staff should be able to demonstrate the following competences (accelerated or exceptional acquisition of or performance in which may be used as the basis for a case for special increment) :

- ability to make original and independent contributions to research projects
- ability to provide services to clients across a wide range of application areas if appropriate
- ability to organise and supervise a project team, if appropriate
- ability to provide advice to colleagues in their research specialism
- ability to prepare proposals and negotiate contracts with little supervision
- effective participation in policy matters related to own research setting
- ability to communicate effectively the results of own research to both specialists and non-specialists

Grade 8/Academic 3 (Grade II)

8. Posts in grade II will normally carry a level of responsibility and a range of duties appropriate to a person with substantial research experience at the level of grade IA. The principal distinctions from grade IA may be identified as an external reputation for research at national level and the ability to negotiate and attract funding.

Grade 9/Academic 4 (Grade III)

9. An international reputation or a national reputation combined with the proven ability to manage large-scale projects is essential for promotion to this grade. Invitations to sit on national grant awarding bodies or research committees are likely to be evidenced.

Grade 10/Academic 5 (Grade IV)

10. Possession of a world-class reputation and corporate research management remit are the two essential criteria for promotion to this grade. Membership of international research committees and policy making bodies may be expected.