

1. Teaching and Learning [See Footnote 1.A]

Note: The choice below needs to be (i) *demonstrated*, and (ii) *reconcilable* with the weighted fraction [i.e., typical minimum of **30-50%** of total workload time spent] attributed to “**Teaching and Learning**”

Stage 1	Score	Descriptors [Abbreviations: P, AP, SL, L, JL denote Professor, Associate Professor, Senior Lecturer, Lecturer and Junior Lecturer, respectively]	Targets					Indicator options / examples
			P	AP	SL	L	JL	
Development of innovative and effective module curricula and learning programmes; Effective PhD supervision	10	Demonstrate nationally-acclaimed leadership: (a) In course and materials development, academic development initiatives, and excellence in student evaluations. (b) And/or in completed MSc and PhD supervision; substantial output in discipline context, with a track record as external examiner; (c) And/or extraordinary progression in terms of the scholarship in Teaching and Learning (SoTL), curriculum innovation and the teaching philosophy as manifested in all the following Strategic Priorities [Footnote. 1.A]. Teaching portfolio to reflect all required criteria and include substantial evidence of the strategic priorities.						Teaching and learning (T&L) portfolio (compulsory for 7+); evidence of T&L conference activities; T&L course attendance; T&L awards; T&L innovation; evidence of curriculum/programme development; etc. Module evaluations and/or journal extracts. Supervision evidence of (external) PhD, MSc and Honours students (more so than internal supervision). Also note Strategic Teaching priorities in Footnote 1.A.
	9	Demonstrate overall leadership: (a) In course and materials development, academic development initiatives, and excellence in student evaluations. (b) And/or in completed MSc and PhD supervision; substantial output in discipline context, with a track record as external examiner; (c) And/or in excellent progression in terms of the scholarship in SoTL, curriculum innovation and the teaching philosophy as manifested in six of the Strategic Priorities: given in [Footnote. 1.A]. Teaching portfolio to reflect all required criteria and include substantial evidence of the strategic priorities.						
	8	Demonstrate excellent: (a) Development in course and materials development, academic development initiatives, and obtain excellent student evaluations. (b) And/or completed MSc and PhD supervision; output in discipline context, with a track record as external examiner; (c) And/or progression in terms of the scholarship in SoTL, curriculum innovation and the teaching philosophy as manifested in five of the Strategic Priorities: given in [Footnote. 1.A]. Teaching portfolio to reflect all required criteria and include good evidence of the strategic priorities.						
	7	Demonstrate very good: (a) Development in course and materials development, academic development initiatives, and very good student evaluations. (b) And/or completed MSc and PhD supervision; output in discipline context, with a track record as external examiner; (c) And/or progression in terms of the scholarship in SoTL, curriculum innovation and the teaching philosophy as manifested in four of the Strategic Priorities: given in [Footnote. 1.A]. Teaching portfolio to reflect all required criteria and include evidence of the strategic priorities.						
Develops own content in modules; shows innovation in T&L; MSc supervision	6	Demonstrate good: (a) Development in course and materials development, academic development initiatives, and good student evaluations. (b) And/or completed MSc and PhD supervision; output in discipline context, with a track record as external examiner; (c) And/or progression in terms of the scholarship in SoTL, curriculum innovation and the teaching philosophy as manifested in four of the Strategic Priorities: given in [Footnote. 1.A]. Teaching portfolio to reflect all required criteria and include evidence of the strategic priorities.						
	5	Demonstrate average: (a) Development in course and materials development, academic development initiatives, and average student evaluations. (b) And/or completed MSc and PhD supervision; output in discipline context, with a track record as external examiner; (c) And/or progression in terms of the scholarship in SoTL, curriculum innovation and the teaching philosophy as manifested in three of the Strategic Priorities: given in [Footnote. 1.A]. Teaching portfolio to reflect most of required criteria and include some evidence of the strategic priorities.						
	4	Demonstrate: (a) Minimal development in course and materials development, academic development initiatives, and acceptable student evaluations. (b) And/or some experience in MSc and PhD supervision; (c) And/or little progression in terms the teaching philosophy as manifested in two of the Strategic Priorities: given in [Footnote. 1.A]. Teaching portfolio to reflect most of required criteria.						

	3	Demonstrate: (a) Willingness to develop course and materials development, academic development initiatives, and acceptable student evaluations. (b) And/or minimal experience in MSc and PhD supervision; (c) And/or limited evidence of an attempt to work on more than two of the Strategic Priorities: given in Footnote. 1.A . Evidence of a teaching portfolio although not aligned with the criteria.					
Only delivers lectures developed by others; Only Honours supervision	2	(a) Only delivers lectures developed by someone else. (b) Only Honours supervision. (c) And/or limited evidence of an attempt to work on at least two of the Strategic Priorities: given in Footnote. 1.A . Limited evidence of a teaching portfolio meeting some criteria.					
	1	(a) Only delivers lectures developed by someone else. (b) No supervision. (c) Attempt to work on at least one of the Strategic Priorities: given in Footnote. 1.A . An attempt to compile a teaching portfolio.					
No teaching or supervision	0	No teaching or supervision; no teaching portfolio.					

Footnote 0.A Note that the details in this document must always be (i) considered in conjunction with NAS Specific Requirements for Promotion, see Ann.1; and (ii) assumes **RECENT** activities **[last THREE years]** unless otherwise motivated and accepted.

Footnote 0.B Stage 1 represents a 'starting point' in scoring a staff member within the descriptor levels. Stage 1 descriptions are hierarchical, meaning that candidates in a particular Stage 1 category should find themselves within one of the sub-divisions in the descriptors under that Stage 1 subdivision. Stage 1 is meant to make scoring a more streamlined exercise.

Footnote 0.C The colour-coded cells after the descriptors are for performance management. In general, if a candidate rates themselves in the clear cells in all four tables, they should find themselves in the middle of the total score bracket for their post level. Staff should aim to score within the blue cells of their post's column.

Footnote 1.A: Strategic Priorities for Teaching: (i) fostering graduate attributes; (ii) student success and learning as a focal point; (iii) curriculum responsiveness; (iv) flexibility in terms of T&L; (v) curriculum to empower students for 4IR and 21st century skills; (vi) quality focused research led in T&L; (vii) decolonisation of the curriculum; (viii) blended learning.

2. Research and Equivalent Creative and Professional Work [See Footnotes 2.A, 2.B and 2.C]

Note: The choice below needs to be (i) demonstrated, and (ii) reconcilable with the weighted fraction [i.e., typical minimum of **30-50%** of total workload time spent] attributed to **“Research and Equivalent Creative and Professional Work”**

Stage 1	Score	Descriptors [Abbreviations: P, AP, SL, L, JL denote Professor, Associate Professor, Senior Lecturer, Lecturer and Junior Lecturer, respectively]	Targets					Indicator options / examples [Footnotes 2.B and 2.C]
			P	AP	SL	L	JL	
Is the leader of a research group and is primarily responsible for defining the research scope; recruiting and managing post-graduate and post-doctoral students; and obtaining, maintaining and funding research infrastructure.	10	Leading scholar in his/her field internationally in regard to the high quality and wide impact of his/her research outputs/equivalent creative and professional work.						NRF A-rating or equivalent international recognition, or other peer-assessed criteria to be defined by the Department.
	9	Considerable international recognition for the high quality and impact of his/her recent research outputs/equivalent creative and professional work, with some evidence that he/she is a leading international scholar in the field.						NRF B-rating or equivalent international recognition, or other peer-assessed criteria to be defined by the Department.
	8	Considerable international recognition for the high quality and impact of his/her recent research outputs/equivalent creative and professional work.						NRF B/ high C-rating or equivalent national recognition, or other peer-assessed criteria to be defined by the Department.
	7	Established researcher, but already enjoying considerable international recognition based on his/her recent research outputs/equivalent creative and professional work OR at a national leading level has substantially advanced knowledge by contributing to new thinking, a new direction and/or a new paradigm.						NRF C-rating or equivalent national recognition, or other peer-assessed criteria to be defined by the Department.
Is an independent researcher who carries out research alone or with	6	Clear proof of being an established researcher based on his/her recent research outputs/record of project funding /equivalent creative and professional work OR a young researcher who is recognised as having the potential (demonstrate overall by research products) to establish him/herself as a researcher with indication that he/she has the potential to become a future leader in his/her field.						NRF C/ Y-rating or equivalent national recognition, or other peer-assessed criteria to be defined by the Department.

self-supported collaborators.	5	Some proof of being an established researcher based on his/her recent research outputs/equivalent creative and professional work OR recognised as having the potential to establish him/herself as a researcher (demonstrated overall by recent research based his/her recent research outputs/equivalent creative and professional work).							Peer-assessed criteria to be defined by the Department.
	4	Limited recent research outputs/equivalent creative and professional work.							Defined by Department (internal peer review).
	3	Limited total research outputs/equivalent creative and professional work.							
Only research as part of a degree.	2	Degree-related research and very few research outputs/equivalent creative and professional work.							
	1	Only degree-related research.							
No research.	0	No research outputs/equivalent creative and professional work.							

Footnote 2.A Note that the details in this document must always be (i) considered in conjunction with NAS Specific Requirements for Promotion, see Ann.1; and (ii) assumes **RECENT** activities [last **THREE** years] unless otherwise motivated and accepted.

Footnote 2.B Note that NRF Rating is not a requirement for placement on this scale. However, if NOT rated, peer review must substantiate the standing of individuals, in particular in the *Creative and Professional disciplines*.

Footnote 2.C Note that additional outputs generated such as (i) Significant Funding, (ii) Research Reports, (iii) Conference Proceedings, etc., will help in justifying a particular score, provided that their equivalence can be defended. This allowance applies in particular to departments/fields where these alternative types of outputs are significant, e.g., peer-reviewed designs in Architecture, conference proceedings in Quantity Surveying and Computer Science and Informatics, etc.

3. Engaged Scholarship [See Footnotes 3.A and 3.B]

Note: The choice below needs to be (i) demonstrated, and (ii) reconcilable with the weighted fraction [i.e., typical minimum of **10-30%** of total workload time spent] attributed to **“Engaged Scholarship”**

Stage 1	Score	Descriptors [Abbreviations: P, AP, SL, L, JL denote Professor, Associate Professor, Senior Lecturer, Lecturer and Junior Lecturer, respectively]	Targets					Indicator options / examples
			P	AP	SL	L	JL	
Formulation of science-based policies and syntheses based on scholarly expertise.	10	Demonstrates international leadership as editor/reviewer of prestigious journals/books; in interactions with Industry, professional sectors and leading role (president; chair; executive committees) of learned societies; as specialist advisor to national, international industrialists and public sector organisations; leading figure and respected outside the University in field of expertise; or provides the highest level of engaged scholarship (due to expertise) inside the University.						Indicators to be decided by Departments in the context of placement alongside experts in academics/industry/private practice/government; editing duties, policy briefs, commentary, consultation work, popular articles, interviews, public lectures for non-specialist audiences, short learning programmes, service learning, technology transfer, etc.
	9	Demonstrates exceptional or national leadership activities as editor/reviewer of important journals/books; in interactions with Industry, professional sectors and co-leading (vice-president; deputy chair; executive committees) learned societies; as specialist advisor to national, international industrialists and public sector organisations; leading figure and respected outside the University in field of expertise; or provides the highest level of engaged scholarship (due to expertise) inside the University.						
	8	Demonstrates excellent activities as editor/reviewer of prestigious journals/books; in interactions with Industry, professional sectors and participating (executive committees) of learned societies; as specialist advisor to national, international industrialists and public sector organisations; leading figure and respected outside the University in field of expertise; or provides the highest level of engaged scholarship (due to expertise) inside the University.						
	7	Demonstrates overall very good activities as co-editor/reviewer of journals/books; in interactions with Industry, professional sectors and good participation (committees) in learned societies; as specialist advisor to national, international industrialists and public sector organisations; important figure and respected outside the University in field of expertise; or provides high level of engaged scholarship (due to expertise) inside the University.						
Advisor and consulting services based on scholarly expertise.	6	Demonstrates overall good activities as reviewer of journals/books; in interactions with Industry, professional sectors and important level participation (committees) in learned societies; as specialist advisor to national, international industrialists and public sector organisations; important figure and respected outside the University in field of expertise; or provides the high level of engaged scholarship (due to expertise) inside the University.						
	5	Demonstrates overall average activities as reviewer of journals/books; in interactions with Industry, professional sectors and good level of participation in learned societies; as specialist advisor to national, international industrialists and public sector organisations; important figure and respected outside the University in field of expertise; or provides a good level of engaged scholarship (due to expertise) inside the University.						
	4	Demonstrates acceptable activities as reviewer of journals/ books; in interactions with Industry, professional sectors and good level of participation in learned societies; as specialist advisor to national, international industrialists and public sector organisations; important figure and respected outside the university in field of expertise; or provides a good level of engaged scholarship (due to expertise) inside the University.						
	3	Demonstrates overall below average activities as reviewer of journals/ books; in interactions with Industry, professional sectors and good level of participation in learned societies; as specialist advisor to national, international industrialists and public sector organisations; important figure and respected outside the University in field of expertise; or provides an acceptable level of engaged scholarship (due to expertise) inside the University.						
Research communication and dissemination.	2	Attempts to communicate own research/expertise on limited forums outside the Department.						
	1	Only communicates own research/expertise on limited occasions, for example within Department.						

No civic engagement.	0	No civic engagement.							
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Footnote 3.A Note that the details in this document must always be (i) considered in conjunction with NAS Specific Requirements for Promotion, see Ann.1; and (ii) assumes RECENT activities [last THREE years] unless otherwise motivated and accepted.

Footnote 3.B Any additional high level interaction with respect to scholarship is strongly encouraged, but must be demonstrated. This will help in justifying a particular score, provided that their equivalence can be defended.

4. Leadership and Administration [See also Footnote 4.A]

Note: The choice below needs to be (i) *demonstrated*, and (ii) *reconcilable* with the weighted fraction [i.e., typical minimum of **10%-20%** of total workload time spent] attributed to “**Leadership and Administration**”

Stage 1	Score	Descriptors [Abbreviations: P, AP, SL, L, JL denote Professor, Associate Professor, Senior Lecturer, Lecturer and Junior Lecturer, respectively]	Targets					Indicator options / examples
			P	AP	SL	L	JL	
Formal leadership roles.	10	Excellent track record in Departmental, Faculty and/or University administration and participation.						Evidence of administration portfolio; possible reference letters from line managers, managing large research groups/units, for example.
	9	Active member of the Faculty Board. Outstanding leadership and organisational ability and participation, possibly as head of a large Faculty committee or group.						
	8	Active member of the Faculty Board. Serves as an outstanding departmental leader or equivalent, and/or is an effective contributor to administration at Faculty/University level administration. Represents the Department consistently at faculty-level committees and events.						
	7	Active member of the Faculty Board. Serves as a good or effective departmental leader or equivalent, and/or has considerable experience in serving on University committees at policy formulation and leadership level. Represents the Department consistently at faculty-level committees and events.						
	6	Active member of the Faculty Board. Serves as a departmental leader or equivalent, or represents the Department consistently at faculty-level committees and events; Might chair a departmental committee with decision-making power effectively.						
Informal leadership roles.	5	Active member of the Faculty Board. Serves effectively on Faculty/Department committees or chairs a departmental committee and is often a volunteer in departmental activities (e.g., graduation ceremonies, open days, etc.).						
	4	Active member of the Faculty Board. Participates in Faculty committees. Effectively and efficiently carries significant departmental administrative responsibilities and is sometimes a volunteer in departmental activities (e.g., graduation ceremonies, open days, etc.).						
	3	Active member of the Faculty Board. Seldom serves on Faculty/Department committees, but makes some contribution to departmental administration or as a volunteer in departmental activities (e.g., graduation ceremonies, open days, etc.).						
	2	Active member of the Faculty Board. Seldom serves on Faculty/Department committees, and makes little contribution to departmental administration or as a volunteer in departmental activities (e.g., graduation ceremonies, open days, etc.).						
	1	Active member of the Faculty Board.						
No leadership activities.	0	Makes no contribution to leadership and administration at University/Faculty/Department levels.						

Footnote 4.A Note that the details in this document must always be (i) considered in conjunction with NAS Specific Requirements for Promotion, see Ann.1; and (ii) assumes **RECENT** activities [last **THREE** years] unless otherwise motivated and accepted.