



## Associate Professor: outline of transfer process for current staff

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### 1. Introduction

- 1.1. Following the agreement at Senate to introduce the Associate Professor title for grade 9 academic staff, a transfer process exists to enable current staff to move to the new title.
- 1.2. It is a personal choice to move to the Associate Professor title, and individuals can choose to retain their current title if preferred. There will be no detriment to individuals who choose to retain their current title.

### 2. Current Senior Lecturers/Readers and/or those staff who have already been through the grade 9 academic promotions procedure

- 2.1. The individual confirms a wish to move to the Associate Professor title and agrees a tailored job description in line with the template job description (this can be done via existing local mechanisms (for example in the SRDS or academic review meeting)) with Head of School (or nominee).
- 2.2. Submit the 'form to confirm a wish to transfer to Associate Professor' to Dean of Faculty (or nominee) via Faculty Human Resources Manager.
- 2.3. Updated terms will be provided including the new title and job description. Any ongoing personal development plan will be confirmed with the individual as appropriate.

### 3. Grade 9 staff who are not currently Senior Lecturers/Readers and/or haven't been through the grade 9 academic promotions criteria

- 3.1. This is likely to primarily be current Principal Research Fellows, Principal Teaching Fellows and SL (Teaching)).
- 3.2. The individual confirms a wish to move to the Associate Professor title and agrees a tailored job description in line with the template job description (this can be done via existing local mechanisms (for example in the SRDS or academic review meeting)) with Head of School (or nominee).
- 3.3. Submit a 'request to transfer to Associate Professor and supporting statement' form. This form must confirm that the individual meets the common skills criteria, the core criteria and one set of enhanced criteria (research/teaching as appropriate to current role) as laid out in the grade 9 academic promotions criteria below. The individual must also provide a supporting statement to demonstrate that they meet one additional enhanced criteria.
- 3.4. The supporting statement will be verified by the Head of School (or nominee) confirming that the common skills, core criteria and enhanced research/teaching are

being met and providing comment/context on the evidence provided against the additional enhanced criteria and passed to the Dean of Faculty and the Human Resources Manager for consideration and approval.

- 3.5. The Dean of Faculty and Human Resources Manager will take a decision based on whether the individual is undertaking the appropriate range of activity at the appropriate level in line with the Associate Professor role. The Dean and HR Manager may request further information from appropriate sources (e.g. from Pro Deans) if it is felt this is needed in order to make a decision.
- 3.6. Updated terms will be provided including the new title and job description. Any ongoing personal development plan will be confirmed with the individual as appropriate.
- 3.7. Where the individual is not deemed to have met the criteria to transfer to Associate Professor, they will retain their current job title. Where appropriate, a personal development plan will be put in place to enable the individual to develop into the Associate Professor role.

	<b>Common Skills</b>	<b>Context</b>	<b>Examples</b>
			Applicants should provide their own examples to evidence the criteria and not provide evidence against each example listed below.
	Provides advice, support and direction to colleagues as appropriate.	All staff are expected to show basic sensitivity to others and to consider other people's needs or feelings.	These criteria relate to University values and priorities and apply to all grades.
	Meets all personal Health and Safety responsibilities and those for any staff or students s/he supervises.	All staff have a basic duty to fulfil their Health and Safety responsibilities as laid down in the Health and Safety policy.	Individuals and verifiers should confirm that all appropriate training and ongoing development have been undertaken and that there is no evidence to suggest that an individual does not fulfil these criteria.
	Demonstrates the University's equal opportunities standards.	This criterion relates to the University value of inclusiveness	Completion of some compulsory training is recorded and will be used as supporting evidence. Engagement with SRDS and actions agreed from these discussions can also provide evidence.
	Demonstrates the TIFES leadership and management standards where appropriate.	All members of staff who have leadership and management responsibilities are expected to demonstrate the capabilities outlined in the TIFES leadership and management standard.	

<b>A</b>	<b>Core Teaching and Learning</b>		
A1	Effectively delivered of his/her own teaching, and of having participated in the assessment and quality assurance of modules or equivalent components of the taught portfolio.	It is accepted that for some staff, especially those on predominantly research contracts, may not undertake extensive teaching activity. However, the University is committed to underpinning its teaching with its research. As such, even those on research contracts are expected to contribute to teaching activity, even if only through occasional guest lectures.  Therefore, applicants are expected to be able to show how they have taken responsibility for having delivered those parts of the taught portfolio to which they have	Having delivered high quality teaching as evidenced by positive feedback received from students, colleagues or external examiners.  Contributing to the successful delivery of a particular module by leading seminars and/or marking.

		been asked to contribute.	
A2	Engaged in teaching activities which are informed by his/her own or others' research.	<p>This criterion relates to the University objective of translating excellence in research and scholarship into learning opportunities for our students. In order to do this, the University is committed to underpinning teaching with research. As such, it is important that current research is integrated into teaching, and that applicants show how they have taken responsibility for the academic content of those sessions they have delivered.</p> <p>There are two parts to this: one is the teaching activities which the individual engages in, and the second is about ensuring that they impart up-to-date knowledge.</p>	<p>Supervising undergraduate and taught postgraduate student projects or dissertations linked to your specific area of research.</p> <p>Updating modules in light of new findings or developments within the discipline and having discussion topics around new research.</p>
A3	Reviewed course content and materials, and where appropriate of having developed, designed and updated materials.	<p>Development, design and updating of course materials should be carried out in the context of compliance with quality standards.</p> <p>A course can be a part or a module or a programme.</p>	<p>Taking responsibility for a particular Undergraduate course.</p> <p>Reviewing and updating the course to ensure that the content and materials were up to date and incorporated current research.</p>
A4	Been responsible for reviewing his/her own teaching activities, to ensure that learning outcomes are effectively achieved, taking account of feedback received.	This criteria looks at how you have responded to feedback received.	<p>Evidence of responding to student, peer or external examiner feedback.</p> <p>Evidence of reflection on teaching activity.</p>

<b>B</b>	<b>Core Research</b>		
B1	Maintained a portfolio of research activity, developed research proposals and managed significant research projects appropriate to the mode of research being carried out, ensuring completion within appropriate timescales and budgets.	Evidence should demonstrate that you have developed different research projects and activities as part of your research portfolio. Evidence should also address your specific responsibilities or contribution to research projects.	Evidence of developing and managing a number of research projects and the work involved in ensuring the projects were completed successfully.
B2	Demonstrated a record of attracting the resources necessary to underpin research activity, with some success as appropriate to the discipline.	This criterion relates to securing any type of resource that is necessary for the research being carried out. In many cases this will be project funding, but may be securing access to special collections, travel bursaries, equipment etc. The type of resource secured is likely to depend on the discipline.  Please refer to your Faculty Local Benchmark document.	Evidence of funding obtained to enable research to be undertaken.
B3	Developed or adapted methodologies and techniques appropriate to the type of research being carried out.	Evidence should demonstrate how you have used different methodologies to enable you to address specific research questions.	Appropriate design of a research project.
B4	Disseminated the results of research through appropriate written, oral or other media both internally and externally to the University. This will include a record of regular and continuing publication of original research in quality publications or equivalent.	Evidence should demonstrate a sustained contribution to a research area as well as the impact of your work.  Note: given the strategic approach taken by the University in the RAE submission, non-inclusion in the RAE should not in itself be taken to imply that individual members of staff have not met the criteria for promotion. Each individual's outputs should be judged by the promotions committee on its merits to determine whether they have achieved the level required for	A sustained record of regular publication of original research in peer-reviewed publications.  Publication of monographs and books, contributions to edited volumes, dictionaries, scholarly editions, catalogues, major research databases and outputs in appropriate media appropriate to the norm of the discipline  Presentations at conferences, workshops and

		<p>promotion.</p> <p>Please refer to your Faculty Local Benchmark document.</p>	<p>other forums.</p> <p>The award of research support funding from University, HE, industry, public sector or other sources including research council and other awards.</p>
B5	<p>Participated successfully in postgraduate student supervision.</p>	<p>Where opportunities for postgraduate student supervision have not been available, you may demonstrate capacity to dispense postgraduate taught program thesis and projects.</p> <p>This criterion does not require the postgraduate student having successfully completed their postgraduate degree, rather it relates to the supervision provided.</p>	<p>Evidence of having supervised or co-supervised postgraduate students.</p> <p>Evidence of the provision of high quality student support though distinctions/awards earned by students for work supervised by you.</p>
B6	<p>Contributed to the development of groups and networks to facilitate discussion or application of research within or outside the Faculty.</p>	<p>Evidence can include the development and continuation of a previously established group or network, and what your contribution has been.</p>	<p>Participating in and setting up specialist groups.</p> <p>Initiating collaborative research projects.</p> <p>Engaging in collaborative research with experts outside the institution.</p> <p>Setting up research seminars and conferences.</p>

<b>C</b>	<b>Core Scholarship</b>		
C1	Contributed to the development of teaching and assessment practice, proposing changes where appropriate.	This may involve the leading of a module or contribution to the overall programme development.	Contributing to the development of a new programme in line with changing external requirements.  Having a record of continual updating of own modules to reflect developments in research.
C2	Maintained a portfolio of scholarship, applying his/her work in this area to the teaching environment, or of having engaged with pedagogic and practitioner innovation which has an impact on curriculum development and delivery.	This criterion relates to the overall engagement with the latest innovations in teaching, learning and assessment.	Evidence of systematic keeping up to date with latest findings in L&T approaches.
C3	Developed methodologies and techniques appropriate to the type of scholarship being carried out.		Having introduced a new or innovative (based on the latest pedagogical findings in the relevant area) approach to student learning or assessment in a module or group of modules.
C4	Communicated and disseminated aspects of good practice and theory related to teaching and learning within the University or externally.	Communication and dissemination may take the form of publications, in which case they should be in high quality outputs (see B4). It may be that work is disseminated through textbooks, and should be accompanied by evidence of how it has been received in peer institutions. Communication and dissemination may also occur through conferences, seminars.	Refereed publications on scholarship of education, teaching and learning or curriculum design.  Publication of teaching materials and evidence that they are used extensively at other HEIS, especially comparable research-intensive universities.  Presenting new ideas and developments at conferences on scholarship of education, teaching and learning or curriculum design.

C5	Secured any resources needed to carry out scholarship.	This criterion is about securing any type of resource that is necessary for the research being carried out. In many cases this will be funding, but may be securing access to special collections, travel bursaries, equipment or software etc. The type of resource secured is likely to depend on the discipline.	Evidence of attracting internal and external funding for a L&T project.
C6	Contributed to the development of groups and networks to facilitate discussion or application of pedagogical developments within or outside the School.	Whilst it is only necessary to provide evidence of having disseminated aspects of having contributed to the development of groups and networks within or outside the School, if applicants are able to provide examples within both contexts, they are encouraged to do so.  Equally, 'outside the School' can be interpreted with as broad a scope as necessary – examples of activity within the Faculty, University or outside the University would be accepted.	Making presentations to L&T conference on a pedagogical innovation.  Being involved in a L&T networking looking at assessment or blended learning.



D	Core Academic Leadership		
D1	Provided leadership and direction to a body of people or an area of work.	This could be demonstrated through management of a team or responsibility for specific areas of organisational activity within the School.	<p>Taking of leadership and/or direction for academic issues such as widening participation.</p> <p>Managing a project which involves external partners.</p> <p>Managing staff (technical, administrative).</p>
D2	Provided input into decisions which impact on the future direction of the area, team, subject or discipline.	<p>This could be demonstrated through:</p> <p>contributions to a committee, group or other decision-making body;</p> <p>contributions to the external academic community.</p>	<p>Representing the department in strategic issues with other parts of the University.</p> <p>Leading an investigation or review into a particular aspect of departmental work that leads to proposals for change.</p> <p>Being a member of scholarship panel, member of faculty/university panel concerned with academic activity.</p>
D3	Taken an active role in fostering the development of and encouraging less experienced members of staff.	<p>It is expected that members of staff at this level will have had the opportunity to act as a mentor to less experienced staff, who can include, post-docs or teaching staff. It does not have to be limited to academic (including research or teaching) staff, but could also include fostering the development of members of the support or professional &amp; managerial staff.</p> <p>Evidence should demonstrate providing advice, support and feedback, and capacity to do this could be shown through the supervision of Demonstrating and Tutorial Assistants.</p>	<p>Taking responsibility for the mentoring and guidance of a junior colleague.</p> <p>SRDS Reviewer</p> <p>Research mentor</p> <p>Probation supervisor</p> <p>ULTA/Teaching Certificate Mentor</p>

E	Enhanced Teaching and Learning		
E1	Made sustained contributions to school policy and practice in teaching.	This criterion relates to on-going involvement and/or engagement with the school's L&T strategy and how this is taken forward and implemented.	<p>Being a member of the School L&amp;T Committee, contributing to discussions and decisions relating to L&amp;T.</p> <p>Be part of a major review group leading to changes to major parts of the curriculum.</p> <p>Being on a working group to review and develop modules in light of changes to school policy on L&amp;T.</p>
E2	Played a significant role in developing the direction of teaching and learning within the discipline or subject area within the institution.	This criterion is intended to be broader than running your own courses but not unachievable for those who have not been part of the L&T Committee.	Working with the Programme Leader to identify appropriate L&T objectives for the programme to ensure that modules are developed and revised against these objectives for approval through university procedures.
E3	Demonstrated the capacity to lead innovation in the development or modernisation of the subject curriculum, assessment and pedagogy within the school/faculty.	<p>Individuals may evidence this capacity through having experience of innovation in the development or the modernisation of one or more aspects in line with collegial processes and working with others. However, this capacity may be demonstrated through other examples, but activities put forward to evidence this criterion must demonstrate that (i) individuals can innovate and (ii) they also show leadership.</p> <p>Innovative teaching methods within the subject rather than within the School as a whole – taking opportunities to try new things out.</p>	<p>Leading and taking responsibility for the design and development of a programme or group of modules.</p> <p>Leading a systematic development relating to pedagogy or assessment across the school.</p>
E4	Reviewed and where necessary revised the learning outcomes for those taught components for which	It is expected that there will always have been a process of review, even if as a result on rare occasions	Engaging in a systematic review of own teaching components.

	s/he is responsible.	there have been no revisions to the learning outcomes.	
E5	Responsibility for enhancing the quality of learning opportunities within the School/Institute, aligning student learning needs with learning opportunities to enhance the quality of the student experience.	Evidence should demonstrate a clear focus on the quality and provision of student learning with responsibility for their development and enhancement.	<p>Having led a programme review.</p> <p>Taking responsibility for reviewing a particular approach to L&amp;T or assessment across the school.</p> <p>Having led a school-wide review of programmes to enhance student learning opportunities.</p> <p>Taking responsibility for the quality enhancement of a particular aspect of L&amp;T within the school, such as leading on blended learning/assessment.</p> <p>Using own VLE skills to facilitate colleagues innovation to enhance learning opportunities.</p>
E6	Provided support and guidance to students, taking into account individual circumstances, working to resolve issues and recognising when and how to involve specialist parties.		<p>As Academic/Personal tutor, providing effective/personalised support, liaising with appropriate specialised parties.</p> <p>Developing fresh approaches to student support</p>

F	Enhanced Research		
F1	Established him/herself as an authority within his/her subject.	Include any relevant evidence of impact of research within the subject.	<p>Through regular invitations to national or international conferences to give invited lectures.</p> <p>Regularly being invited to give key note speeches.</p> <p>Invited to give evidence to government agencies or committees or involvement of national policy working groups.</p>
F2	Demonstrated a sustained programme of research activity and a continuing track record of dissemination of original research in high quality publications or other media.	<p>Evidence should demonstrate that you are on an upward trajectory in terms of your research and this is reflected in the quality of your research output.</p> <p>Please refer to your Faculty Local Benchmark document.</p>	<p>Having a record of high quality publications, derived from a succession of successful completed awards/projects.</p> <p>Having record of commissioned publications.</p> <p>Having a record of organizing successful major conference</p> <p>Having been responsible for initiating a significant new line of research.</p>
F3	Provided evidence of a sustained ability to develop and lead a major programme of individual or collaborative research, conducting original investigations and taking the responsibility for the management of resources, including budgets as appropriate, and managing deadlines to ensure timely completion.	<p>Where there are budgetary responsibilities for a research project, evidence should be included here.</p> <p>This can be related to planning your own research.</p>	<p>Being responsible for a major research project or a series of related outputs, from inception to completion.</p> <p>Having clear leadership involvement and specific responsibilities in terms of managing the project/activities.</p> <p>Having a record of planning a conference or series of conferences.</p>

F4	<p>Provided evidence of continued success in obtaining significant research funding or other resources to underpin research, as appropriate to the discipline, through competitive and peer reviewed processes</p>	<p>This criterion is about continually being able to secure the resources necessary to support independent research. In many cases this will be financial support, but it is recognised that the level of support needed will be discipline specific. In some cases, particularly in the arts and social sciences, securing financial resources may be less important than securing other resources, although it is expected that there may often be a competitive/peer-review element to this. In such cases, this should be detailed.</p> <p>Please refer to your Faculty Local Benchmark document.</p>	<p>Having a record of successful research funding as Principal Investigator or Co-investigator with substantial input.</p> <p>Attracting funding to run seminar series/conferences.</p> <p>Having a record of major research leave awards</p> <p>Having record of a Visiting Leverhulme Fellowship.</p> <p>Having record of an AHRC Fellowship.</p>
F5	<p>Played an active and significant role in the strategic direction and development of the research area.</p>	<p>This may relate to academic leadership across a school or particular responsibility within a research group or for a particular research area.</p>	<p>Having substantial contribution to the strategic development of an area of the school's research.</p> <p>Taking responsibility for the overall direction and strategic development of a particular programme of research.</p> <p>Having led a research theme within a school, shaping its strategic positioning and development.</p>

G	Enhanced Scholarship		
G1	Developed and led a programme of high quality research, systematic investigation or other ongoing academic activity relating to learning and teaching.	Please refer to your Faculty Local Benchmark document.	Having successfully completed a series of research activity to investigate a particular aspect of L&T.
G2	Provided evidence of integration of current research, practice and innovative approaches to teaching, learning or assessment in the discipline or professional specialism into teaching.		<p>Having led the design and development of a programme or group of modules directly informed by the latest developments in pedagogical/curricula assessment.</p> <p>Having redesigned and developed own approach to teaching, based on latest pedagogical scholarship and research.</p>
G3	Communicated and disseminated aspects of good practice and theoretical ideas about teaching and learning both within the University and in the external arena.	Communication and dissemination may take the form of publications, in which case they should be in high quality outputs (see F2). It may be that work is disseminated through textbooks, and this should be with well-respected publishers, and should be accompanied by evidence of how it has been received in peer institutions. Communication and dissemination may also occur through conferences, seminars.	<p>Refereed publications on scholarship of education, teaching and learning or curriculum design.</p> <p>Publication of teaching materials and evidence that they are used extensively at other HEIS, especially comparable research-intensive universities.</p> <p>Presenting new ideas and developments at conferences on scholarship of education, teaching and learning or curriculum design.</p> <p>Having developed a teaching guide for a Higher Education Academy Subject Centre</p>

G4	An emerging national profile within pedagogy or subject area.	<p>If you have evidence of an emerging national profile in both pedagogy and the subject area, both should be included.</p> <p>Evidence can include examples which demonstrate the importance of your workload</p>	<p>Having given a number of invited presentations at national conferences.</p> <p>Having received regular invitations to speak at L&amp;T events at other HEIs or through the Higher Education Academy.</p>
G5	Contributed to the development of external networks and contacts to facilitate discussion or application of pedagogical developments.	Evidence should demonstrate that you are more than just participating in a group or network. However, it is not intended to be about setting up new groups and networks when the need has not been identified. In many cases, this may be about having involvement in existing groups or networks, but actively assisting in their development or advancement.	<p>Developing networks supporting pedagogical development and innovation in the subject area/HE.</p> <p>Developing relationships with external clients to curriculum design for executive education or CPD.</p> <p>Being involved in subject networks of Higher Education Academy. Also setting up groups within these to examine pedagogical practises.</p> <p>Internally influencing curriculum design – e.g. work with other areas to develop curriculum design.</p>
G6	Played an active and significant role in the strategic development of the curriculum, and/or the development of teaching and learning policy at School/Institute or Faculty level.	Curriculum here is likely to be at programme level, but may be evidence at module or other levels.	Having led or strongly influenced developments in L&T within the school, drawing on the current research-based understanding of approaches in L&T.

H	Enhanced Academic Leadership		
H1	Provided strategic leadership and direction to a body of people or an area of work.	Evidence should demonstrate how you lead people or manage a specific area of work.	<p>Managing a team including setting overall team objectives and ensuring the team is working in line with school and faculty objectives.</p> <p>Having leadership of a committee, group or other decision-making body, that has delegated responsibility to make decisions.</p> <p>Having involvement in a group which makes recommendations to a parent committee on an issue with on-going impact on the School or Institute.</p> <p>Having involvement in the academic community</p>
H2	Led the planning and implementation of a significant piece of work impacting on the achievement of the area's objectives, which will have involved:	Evidence may be related to that given in H1. In H1 the focus is on the leadership and management ability, and in H2 is on the process of planning and delivering that work.	Managing a major project, the key activities involved, including the need to resolve problems, deal with competing priorities, identifying and allocating tasks, monitoring key milestones and ensuring deadlines are met.
	a) agreeing the overall scope and standards for what will be delivered; and		
	b) balancing the needs of different groups or stakeholders; and		
	c) ensuring the effective resolution of complex issues, taking into account different factors which impact on the issue being		



	considered and anticipating the implications of these and the precedents which may be set; and		
	d) reviewing delivery to ensure quality and effectiveness is achieved and potential benefits are realised.		
H3	Participated in decisions which impact on the strategy of the area, team, subject or discipline.	Evidence should demonstrate the type of decisions in which you have participated, and the level of impact that those decisions have had, rather than whether that impact has affected the area, team, subject or discipline.	Being involved in decisions on strategic issues affecting other parts of the University.  Leading an investigation or review into a particular aspect of departmental work that leads to proposals for change.  Being a member of scholarship panel, member of faculty/university panel concerned with academic activity.
H4	Liaised and participated in groups or committees to influence strategic requirements and priorities on an on-going basis.	Evidence should demonstrate that through your involvement you have strongly contributed or influenced the strategic direction of the work of groups/committees.	Having systematic involvement in the school L&T committee with active engagement to influence the strategic direction of their work.  Actively contributing to strategy at faculty and University level through working groups and formal committees.

I	Enterprise and Knowledge Transfer		
I1	Led the integration of academic activity with EKT through the strategic direction and planning of EKT initiatives.	Evidence should be around leading the integration of research and/or teaching with knowledge transfer by planning KT activity that will impact on, for example, business, industry, the arts, public or social sectors.	<p>Obtaining follow-on funds to transfer the outcomes of research to an external party</p> <p>Commercial exploiting or adapting research results or teaching materials through patent, licence, spin-out company formation, engagement with University technology transfer company</p> <p>Undertaking public, social, arts sector adoption of policy-related or other work.</p> <p>Collaboration with high profile arts groups such as Opera North.</p> <p>Working with community based group e.g. local charities.</p>
I2	Influenced key parties within the University to ensure that mechanisms are in place to exploit fully the potential benefits of EKT activity.	This criterion relates to working with others across the Faculty and/or the University to bring about EKT related changes/developments and promote engagement in EKT activity.	<p>Being part of a University KT working group.</p> <p>Speaking at University KT for a or events to promote EKT.</p> <p>Mentoring or training other staff (to become) involved in EKT.</p>
I3	Established contacts and networks to align external needs and internal expertise, and of having influenced the creation and development of EKT opportunities.	Evidence should demonstrate that you play a major role in forming, developing and managing networks/groups around EKT.	<p>Setting up a regional or national group to promote collaboration, for example to secure funding for EKT activities or to build relationships for future activities.</p> <p>Liaising with schools to help to develop a sustained programme of public promotion/awareness of EKT activities across the local community.</p>

			Developing and leading successful bids for external funding to support EKT activity.
14	Identified new opportunities for EKT activity that deliver innovation to external users, bringing benefits to the users and recognition to the University.	Evidence should demonstrate your ability to identify the potential or actual impact of research or teaching.	Working with senior managers to develop school/faculty strategy, vision and plans to take forward EKT at Faculty and/or University level. Working with regional agencies to identify new opportunities. Working with an outreach group in the community. Identifying new markets for CPD Supporting activity to determine the University's approach to EKT.
15	Provided specialist advice and expertise to external groups, influencing high level decision-making.	Evidence should demonstrate the impact of your work on external groups.	Being invited to provide specialist advice, expertise or consultancy by an external organisation. Being appointed to a governing body of a regional or national industry, professional, public or charitable organisation.
16	Agreed the overall scope and standards for what will be delivered, balancing the needs and expectations of different groups and stakeholders.	This criterion is about working with end users/clients/external beneficiaries to ensure that the activity fits their requirements and needs.	Identifying potential areas for consultancy contracts and creating a framework to ensure that projects run according to plan.
17	Reviewed what has been delivered to ensure that quality and effectiveness are achieved and that potential benefits are realised.	This criterion is about evaluating the impact of EKT activity to ensure a successful outcome.	Having provided advice, expertise or consultancy to an external organisation, working with that organization to ensure you have successfully delivered against the criteria and targets set.