

## Criteria for Promotion to Lecturer (Teaching focused grade 6)

Applicants will be expected to satisfy the criteria for contribution in two areas:-

- Teaching and learning within the University
- Service and leadership.

Applicants will be expected to provide evidence to support claimed levels of performance in these areas.

The Faculty should ensure that the submission to the SPC/FPC contains quantitative evidence about teaching loads and quality (e.g. peer review of teaching, summaries of student questionnaires and scores) against School norms (in the context of teaching focused staff), to enable the SPC/FPC to make an adequate assessment of the effectiveness of the applicant's contribution to this area.

For each of the two areas of activity, there is a list of factors (see below) to indicate how SPC/FPC will make its assessment.

Applicants will be assessed in each area by a SPC/FPC as having performed "below the normal level of achievement for a Teaching Assistant (Grade 5)"; or "at the normal level of achievement for a Teaching Assistant (Grade 5)"; or "at a level of achievement for promotion to Lecturer (Teaching focused grade 6)". In all cases norms for the discipline will be taken into account.

The intention is that for promotion to Lecturer (Teaching focused grade 6) an applicant will demonstrate the level of achievement for promotion to Lecturer in both areas. Excellence in teaching however may compensate for a lower level of contribution to service and leadership. This will ultimately be a matter of judgment for the SPC/FPC. However applicants must demonstrate the level of achievement for promotion to Lecturer (Teaching focused grade 6) in respect of teaching and learning and excellence in the area of service and leadership cannot compensate for a lower performance in teaching and learning.

While it is not expected for applicants to have contributed in the area of research, where this is the case the contribution should be taken into account and may compensate for a lower level of contribution to service and leadership.

The indicative criteria which will serve as benchmarks in the assessment of the applicant's performance are as follows:-

### **Teaching and Scholarship within the University** (refer to annex 2 for examples of evidence)

This criterion is designed to reflect the impact an applicant has on contributing to teaching and learning inside the University.

#### **A normal level of achievement for a Teaching Assistant (Grade 5)**

- Provide support to colleagues engaged in the teaching process
- Carry out teaching within a clear and established programme, with assistance and support. This might involve carrying out undergraduate supervision/demonstrating/lecturing duties under supervision
- Develop own teaching materials, with assistance and support
- Set and mark assignments
- Contribute to the development of examination questions
- Assess student progress and provide feedback

### **The level of achievement for promotion to a Lecturer (Teaching focused grade 6)**

The criteria for normal level of achievement for a Teaching Assistant (Grade 5) and additionally as appropriate:

- Teach as a member of a teaching team in a developing capacity within an established programme of study with the assistance of a mentor if required.
- Teach in a developing capacity in a variety of settings from smaller group tutorials to larger classes and lectures.
- Transfer knowledge in the form of practical skills, methods and techniques.
- Ensure that content, methods of delivery and learning materials will meet the defined learning objectives.
- Develop own teaching materials, methods and approaches and design or revise course units with guidance.
- Apply appropriate approaches to teaching
- Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking
- Supervise the work of students, provide advice on study skills and help them with learning problems
- Reflect on teaching practice and the development of own teaching and learning skills

### **Service and Leadership**

#### **A normal level of achievement for a Teaching Assistant (Grade 5)**

- Actively participate as a member of a teaching team
- Attend and contribute to relevant meetings
- Manage, with guidance, own teaching activities

#### **The level of achievement for promotion to a Lecturer (Teaching focused grade 6)**

The criteria for normal level of achievement for a Teaching Assistant (Grade 5) and additionally as appropriate:

- Collaborate with academic colleagues on course development and curriculum changes
- Attend and contribute to subject group meetings
- Act as a mentor for students in capacity of personal tutor
- Manage own teaching, scholarly and administrative activities, with guidance if required

**Criteria for Assessing Teaching Performance and Evidence Required**

<b>Criterion</b>	<b>Evidence</b>
<b>A. Direct Contribution to Teaching and Scholarship</b>	
Teaching load and levels taught	Internal reference/information/data
Evaluation of teaching performance	Student questionnaires designed to evaluate performance of teachers, peer review report (may need more robust reviews), external examiners reports (if they refer to evidence of good teaching)
Contribution to curriculum development	Internal reference/information/data
Mentoring role	Student questionnaires (need to be adapted to measure this), internal reference/information/data
How scholarship and research is integrated with teaching and learning	Peer review report; internal reference/information/data
Engaging with students	Evidence of effective interaction with students (e.g. student societies) – internal reference/information/data informed by student input
<b>B. Broader Contribution to Teaching and Scholarship within University</b>	
Contribution to teaching programmes and impact of such contribution	Internal reference/information/data
Support for peer mentoring, PASS schemes	Internal reference/information/data; student evaluation