

## Criteria for Promotion to Lecturer (Teaching focused grade 7)

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

- Teaching and Scholarship within and outside the University (the expectation for this level being that the majority of evidence will relate to 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, 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 Lecturer (Teaching focused grade 6)"; or "at the normal level of achievement for a Lecturer (Teaching focused grade 6)"; or "at a level of achievement for promotion to Lecturer (Teaching focused grade 7)". In all cases norms for the discipline will be taken into account.

The intention is that for promotion to Lecturer (Teaching focused grade 7) 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 judgement for the SPC/FPC. However applicants **must** demonstrate the level of achievement for promotion to Lecturer 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.

Whilst it is not expected for applicants to make a contribution 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. (See criteria for promotion to Research Fellow (grade 7) as necessary).

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

**Contribution to Teaching and Scholarship within and outside 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 both inside and outside the University (the expectation for this level being that the majority of evidence will relate to teaching and scholarship within the University).

### **A normal level of achievement for a Lecturer (Teaching focused grade 6)**

- Teach satisfactorily 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 with some evidence of innovation.
- 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

### **The level of achievement for promotion to a Lecturer (Teaching focused grade7)**

The criteria for normal level of achievement for a Lecturer (Teaching focused grade 6) and additionally as appropriate:

#### Within the University

- Effective Strong teaching performance (involving an appropriate range of teaching methods), judged by standard evaluation methods, e.g. annual course monitoring reports, peer observation and student questionnaires
- A capacity to teach at the different levels appropriate to the post - for example, access, undergraduate, postgraduate, CPD or executive education
- Involvement with the setting and marking of assessments with appropriate feedback
- A demonstrable commitment to innovate and adopt fresh teaching or assessment approaches
- A contribution to the planning and development of programme units within the relevant subject area
- Application of the results of research and scholarship to teaching and learning
- Average teaching load over the past three years (as measured against the School or organisational unit norm for this period). If lower than average, demonstrate compensating activity in external development of pedagogy or service and leadership
- Contribution to the supervision of undergraduate and postgraduate projects

#### Outside the University

- Maintenance and development of knowledge of applicant's substantive discipline as necessary to fulfill an effective research-informed teaching role through publication in peer-reviewed or professional journals or equivalent
- Contribution to refereed publications on scholarship of education, teaching and learning, or curriculum design

## **Service and Leadership**

### **A normal level of achievement for a Lecturer (Teaching focused grade 6)**

- 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

### **The level of achievement for promotion to a Lecturer (focused grade7)**

The criteria for normal level of achievement for a Lecturer (Teaching focused grade 6) and additionally as appropriate:

- Efficient performance over a period, of routine service duties, either within or on behalf of the School or unit
- Some involvement in the broader arena of the Faculty and evidence of engaging with Faculty and University strategy.

## Annex 2

## Criteria for Assessing Teaching Performance and Evidence Required

Criterion	Evidence
<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
Academic advising 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
Internal School or Faculty prize for teaching and learning	Details of prize
<b>C. Contribution to Teaching and Scholarship External to University</b>	
Contribution to national debates on teaching and learning	Internal reference/information/data, attendance at conferences
Contribution to pedagogical research publications	Internal reference/information/data