

THE UNIVERSITY OF MANCHESTER

ACADEMIC ROLE PROFILES

TEACHING AND SCHOLARSHIP

ROLE PROFILES: TEACHING AND SCHOLARSHIP

Teaching and Scholarship - Level 5

Roles at this level are generally concerned with supporting a clear and established teaching programme. Tasks are likely to be clearly prescribed, but require specialist subject/discipline skills.

The following describes the type of work that is typically required of staff at this level. It is not expected that anyone carries out all the activities mentioned below and some may carry out additional duties.

Teaching and Learning Support

- 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 to enable both personal development and enhancement of the School/Unit's teaching.
- 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.

Research and Scholarship

- Reflect on teaching practice and the development of own teaching and learning skills.

Communication

- Deal with routine communication using standard media.
- Communicate information and ideas to students.
- Write handouts and other basic learning support materials.

Liaison and Networking

- Liaise with academic colleagues, support staff and students on routine matters.
- Join appropriate internal networks.

Managing people

- Manage, with guidance, own teaching activities.

Teamwork

- Actively participate as a member of a teaching team.
- Attend and contribute to relevant meetings.

Pastoral care

- Show consideration to others.

Initiative, problem-solving and decision-making

- Deal with problems which may affect the delivery of own teaching.
- Contribute to decisions affecting the work of the team.

Planning and managing resources

- Plan own day-to-day activity within the framework of the agreed programme.
- Co-ordinate own work with that of others to avoid conflict or duplication of effort.
- Contribute to the planning of teaching programmes.

Sensory, physical and emotional demands

- Sensory and physical demands may vary from relatively light to a high level depending on the discipline and the type of work carried out.

Work environment

- Is required to be aware of the risks in the work environment.

Expertise

- Degree or equivalent in subject relevant to teaching activity.
- Possess sufficient breadth or depth of specialist knowledge in the discipline and be developing further skills in and knowledge of teaching methods and techniques.
- May be working towards a PhD or post graduate qualification but usually not required to work at this level.
- Ability to contribute to course or method improvement where required.

Teaching and Scholarship - Level 6

Roles at this level may represent the early stages of an academic career before the individual progresses to the next level or a specific set of responsibilities within an established teaching programme. There may be a combination of scholarly activity and teaching; with appropriate organising and managing in support of these activities. These roles are likely to be involved in routine school administration.

The following describes the type of work that is typically required of staff at this level. It is not expected that an individual will carry out all the activities mentioned below. Some staff may also carry out additional duties. These levels are all cumulative and assume that all activities described in previous levels are included.

Teaching and Learning Support

- 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 small group tutorials to large lectures.
- Transfer knowledge in the form of practical skills, methods and techniques.
- Identify learning needs of students and define appropriate learning objectives.
- 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.
- Develop the skills of applying 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.
- Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students.
- Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback, for example by peer review.
- Collect or create new resources and demonstrate their use.

Research and Scholarship

- Reflect on teaching practice and the development of own teaching and learning skills.
- Engage in scholarly activity, e.g. exhibition of work at events, book reviews published, writing of practice manuals, and publication of professional materials.

Communication

- Deal with routine communication using a range of media.
- Communicate complex information, orally, in writing and electronically.
- Prepare proposals and applications to external bodies, e.g. for funding and accreditation purposes.
- Communicate material of a specialist or highly technical nature.

Liaison and Networking

- Liaise with colleagues and students.
- Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.
- Join external networks to share information and ideas.

Managing People

- Agree responsibilities.
- Manage own teaching, scholarly and administrative activities, with guidance if required.
- Could be expected to supervise students' projects, fieldwork and placements.
- Act as a mentor for students in capacity of personal tutor.

Teamwork

- Collaborate with academic colleagues on course development and curriculum changes.
- Attend and contribute to subject group meetings.
- Collaborate with colleagues to identify and respond to students' needs.

Pastoral Care

- Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.
- Appreciate the needs of individual students and their circumstances.
- Act as personal tutor, giving first line support.
- Refer students as appropriate to services providing further help.

Initiative, problem-solving and decision-making

- Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and scholarly activities.
- Respond to pedagogical and practical challenges.
- Share responsibility in deciding how to deliver modules and assess students.
- Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.

Planning and managing resources

- Use teaching resources and facilities as appropriate.
- Plan and manage own teaching and tutorials as agreed with mentor.
- Participate in judgements regarding the use of resources within the School/Unit.

Sensory, physical and emotional demands

- Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills.
- Balance with help the competing pressures of teaching, scholarship and administrative demands and deadlines.

Work Environment

- Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.

Expertise

- Role-holders at this level will normally have or be about to obtain a relevant PhD and/or in some Schools/Units have an appropriate professional qualification.
- Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes.
- Will normally have teaching experience at university level and may have designed modules and assessment methods in own specialism.
- Engage in continuous professional development.
- Able to engage the interest and enthusiasm of students and inspire them to learn.
- Develop familiarity with a variety of strategies to promote and assess learning.
- Ability to contribute to broader management and administrative processes.
- Ability to assess and organise resources.
- Understand equal opportunity issues as they may impact on academic content and issues relating to student need.

Teaching and Scholarship - Level 7

Roles at this level are held by individuals experienced in teaching, often after progression from level 2. In some cases, their contribution spans scholarly activity, teaching and administration. The scholarly activity has measurable outcomes and is reflected in a higher level of work/responsibility which may include project management; the teaching involves new course design and delivery for all student levels; and the contribution to the school/ unit through administration may be significant.

The following describes the type of work that is typically required of staff at this level. It is not expected that an individual will carry out all the activities mentioned below. Some staff may also carry out additional duties. These levels are all cumulative and assume that all activities described in previous levels are included.

Teaching and Learning Support

- Design teaching material and deliver either across a range of modules or within a subject area, to relevant levels, i.e. undergraduate, postgraduate and/or higher research degree students, through lectures, seminars and personal supervision.
- Use appropriate teaching, learning support and assessment methods.
- Supervise student projects, field trips and, where appropriate, placements.
- Identify areas where current provision is in need of revision or improvement.
- Contribute to the planning, design and development of objectives and material.
- Set, mark and assess work and examinations and provide feedback to students.
- Contribute to the enhancement of teaching quality within the subject, School or Faculty.

Research and Scholarship

- Engage in subject, professional and pedagogy research as required to support teaching activities.
- Conduct individual or collaborative scholarly projects.
- Identify sources of funding and contribute to the process of securing funds for own scholarly activities, where appropriate.
- Extend, transform and apply knowledge acquired from scholarship to teaching and appropriate external activities.
- Develop and produce learning materials and disseminate the results of scholarly activity.

Communication

- Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.

Liaison and Networking

- Participate in and develop external networks, for example to contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.

Managing people

- Mentor colleagues with less experience and advise on personal development.
- Depending on the area of work, could be expected to supervise the work of others.
- Co-ordinate the work of others to ensure modules are delivered to the standards required.

Teamwork

- Act as a responsible team member, leading where agreed, and develop productive working relationships with other members of staff.
- Co-ordinate the work of colleagues to identify and respond to students' needs.

Pastoral Care

- Act as a unit tutor.
- Be responsible for the pastoral care of students within a specified area.

Initiative, Problem Solving and Decision Making

- Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved.
- Develop ideas for generating income and promoting the subject.
- Develop ideas and find ways of disseminating and applying the result of scholarship.
- Sole responsibility for the design and delivery of own modules and assessment methods.
- Collaborate with colleagues on the implementation of assessment procedures.
- Advise others on strategic issues such as student recruitment and marketing.
- Contribute to the accreditation of courses and quality control processes.
- Tackle issues affecting the quality of delivery within scope of own level of responsibility, referring more serious matters to others, as appropriate.

Planning and Managing Resources

- As unit co-ordinator or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met.
- Manage projects relating to own area of work and the organisation of external activities such as placements and field trips.
- Be responsible for administrative duties in areas such as admissions, time-tabling, examinations, assessment of progress and student attendance.

Sensory, Physical and Emotional Demands

- Balance the pressures of teaching and administrative demands and competing deadlines.

Work Environment

- Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.

Expertise

- In addition to level 2 qualifications, a higher academic standing with a growing reputation in teaching within subject specialism.
- Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching programmes and the provision of learning support.
- Evidence of scholarly activity e.g. conference paper presentations, external funding secured, book reviews published, writing practice manuals, publication of professional materials.
- Experience in planning, building a team and delivering results.
- Use a range of delivery techniques to enthuse and engage students.
- Contribution to a wider range of administrative tasks within the School/Unit e.g. course development, assessment exercises, examinations, recruitment, and management of resources.

Teaching and Scholarship - Level 8

Roles at this level commonly reflect extensive academic experience, and may include substantial contributions in scholarly activity, teaching and administration. There may be a greater depth in one or two of these areas, reflecting a predominant focus on scholarly activity and teaching or on leadership/management, though some roles offer an even spread between the two areas. Individuals will make a significant impact on the discipline/school.

The following describes the type of work that is typically required of staff at this level. It is not expected that an individual will carry out all the activities mentioned below. Some staff may also carry out additional duties. These levels are all cumulative and assume that all activities described in previous levels are included.

Teaching and Learning Support

- Design, develop and deliver a range of programmes of study (sometimes for entirely new courses) at various levels.
- Review on a regular basis course content and materials, updating when required.
- Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students.
- Ensure that course design and delivery comply with the quality standards and regulations of the University and School.

Research and Scholarship

- Engage in pedagogic and practitioner research and other scholarly activities.
- Contribute to the development of teaching and learning strategies.
- Work in conjunction with others to apply subject knowledge to practice.

Communication

- Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.

Liaison and Networking

- Lead and develop internal networks for example by chairing and participating in University committees.
- Act as an external examiner to other Institutions and provide professional advice.
- Lead and develop external networks for example with external examiners and assessors.
- Develop links with external contacts such as other educational bodies, employers, and professional bodies to foster collaboration.

Managing People

- Provide academic leadership to those working within programme areas, as course leader or equivalent, by for example agreeing work plans to ensure that courses are delivered effectively or organising the work of a team by agreeing objectives and work plans.
- Contributing to the development of teams and individuals through the appraisal system and providing advice on personal development.
- Act as a personal mentor to peers and colleagues.
- Resolve problems affecting the quality of course delivery and student progress within own areas of responsibility, referring more serious matters to others, as appropriate.

Teamwork

- Lead teams within areas of responsibility.
- Ensure that teams within the School work together.
- Act to resolve conflicts within and between teams.

Pastoral Care

- Responsible for dealing with referred issues for students within own educational programmes.
- Provide first line support for colleagues, referring them to sources of further help if required.

Initiative, Problem Solving and Decision Making

- Resolve problems affecting the delivery of courses within own educational programme and in accordance with regulations.
- Make decisions regarding the operational aspects of own educational programme.
- Contribute to decisions which have an impact on other related programmes.
- Monitor student progress and retention.
- Provide advice on strategic issues such as the balance of student recruitment, staff appointments and student and other performance matters.
- Spotting opportunities for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas.

Planning and Managing Resources

- Responsible for the delivery of own educational programmes.
- Contribute to the overall management of the School in areas such as resource management, business and programme planning.
- Be responsible for setting standards and monitor progress against agreed criteria for own area of responsibility.
- Be involved in School level strategic planning and contribute to wider strategic planning processes in the institution.
- Plan and deliver consultancy or similar programmes and ensure that resources are available.
- Be responsible for quality, audit and other external assessments in own areas of responsibility.

Sensory, Physical and Emotional Demands

- Like all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand

Work Environment

- Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.

Expertise

- In addition to level 2/3 qualifications, required to be externally recognised scholar or teacher.
- In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.
- Ability to provide effective leadership for groups and activities with substantial impact on finance and other resources and/or the reputation of the University.
- Proven skills in coaching and developing others in best practice techniques.
- Ability to contribute to a wide range of administrative tasks at a strategic level within the School/Unit.

Teaching and Scholarship - Level 9

Roles at this level are individually conferred to reflect recognised leadership and substantial and sustained reputation in scholarly activity and teaching in a major discipline. There will also be significant leadership responsibilities on behalf of the School and/or the University, and there will be a significant leadership or management contribution. There will also be: a high reputation internationally, based on an extensive track record of innovative scholarly activity with a major influence on the discipline; and significant impact shown for example in management and administration of the School.

The following describes the type of work that is typically required of staff at this level. It is not expected that an individual will carry out all the activities mentioned below. Some staff may also carry out additional duties. These levels are all cumulative and assume that all activities described in previous levels are included.

Teaching and Learning Support

- Oversee the design and development of the overall curricula.
- Lead the development and clarification of academic standards for the subject area.
- Contribute to the development of academic policies across the University.
- Develop the quality assurance framework within the University's overall framework e.g. for the validation and revalidation of courses and student admission and assessment.
- Encourage the development of innovative approaches to course delivery and ensure that teaching delivery achieves the educational standards of the department.

Research and Scholarship

- Lead the development and implementation of teaching and learning strategy.
- Conduct research into learning and teaching methodologies and disseminate best practice within and outwith the University.
- Develop and promote the use of innovative assessment methods.
- Lead collaborative partnerships with other educational institutions or other bodies.
- Lead bids for consultancy and other additional funds.
- Make presentations at national and international conferences and similar events.

Communication

- Be routinely involved in complex and important negotiations internally and with external bodies.

Liaison and Networking

- Chair committees and participate in University decision making and governance.
- Lead and develop internal and external networks to foster collaboration and share information and ideas and to promote the subject and the University.
- Promote and market the work of the School in the subject area both nationally and internationally.

Managing People

- Exercise academic leadership for all subject area teaching and scholarly activities.
- Act as line manager for matters relating to the employment of staff and ensuring the work is allocated fairly, according to skills and capacity.
- Ensure that staff are suitably qualified to work within their own area.
- Appraise and advise staff on personal and career development plans.

Teamwork

- Develop and communicate a clear vision of the School/Unit's strategic direction.
- Ensuring the enactment of University strategic plans.
- Promote a collegiate approach and develop team spirit and team coherence.
- Foster inter-disciplinary team working.

Pastoral Care

- Responsible for the initial resolution of all student issues within and outwith standard procedures.
- Overall responsibility for welfare of staff drawing on specialist advice and support as required.
- Ensure that an appropriate framework is developed and used for pastoral care issues.

Initiative, Problem-Solving and Decision-Making

- Determine academic standards within own areas of responsibility.
- Contribute to the determination of the academic standards framework across the University.
- Determine the final allocation of resources within own area of responsibility.
- Act as the final arbiter in local disputes.
- Be party to strategic decisions at University level.
- Lead the development of new and creative approaches in responding to teaching and learning challenges.
- Initiate new and original solutions to problems.
- Provide advice to external bodies.

Planning and Managing Resources

- Take overall responsibility for the organising and deployment of resources within own areas of responsibility.
- Contribute to University planning and strategic development.

Sensory, Physical and Emotional Demands

- Like all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand.

Work Environment

- Overall responsibility for health and safety in own areas of responsibility.
- Ensure that appropriate risk management processes are operational.

Expertise

- Extensive, high level teaching expertise and reputation over many years, normally supported by a relevant PhD and/or by extensive professional success and achievement.
- A leading authority and scholar in the subject, with a considerable national or international reputation.
- Possess in depth knowledge of specialism to enable the development of new knowledge, innovation and understanding in the field.
- A thorough understanding of university management systems and the wider higher education environment, including equal opportunities issues.
- Proven ability to lead and motivate experts and manage budgets and other resources, possibly contributing to the University in a wider managerial role.