



**ACADEMIC PROFILE**

**SENIOR LECTURER (EDUCATION) \***

**TEACHING AND SCHOLARSHIP**

	<b>Role Criteria – Senior Lecturer (Education)</b>	<b>Types of Evidence</b>
<b>Output</b>	<ul style="list-style-type: none"> <li>• <b>Sustained record of high quality outputs (e.g. textbooks/ textbook chapters and articles in journals relevant to the discipline or its teaching); other forms of externally recognised professional practice or creative output; outputs to have influenced the practice of teaching or improved the student experience within the subject area.</b></li> <li>• Record of having 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.</li> <li>• Record of having communicated and disseminated aspects of good practice and theory related to teaching and learning within the University or externally.</li> </ul>	<ul style="list-style-type: none"> <li>• Refereed journal publications on disciplinary research, scholarship of education, teaching and learning or curriculum design.</li> <li>• Publication of teaching materials and evidence that they are used extensively at other HEIS, especially comparable research-intensive universities.</li> <li>• Development of a teaching guide for a Higher Education Academy Subject Centre.</li> <li>• Publication of student text book.</li> <li>• Editorship of conference proceedings.</li> <li>• Refereed national and international conference contributions.</li> <li>• Successful organisation of a major conference.</li> <li>• Presentation of new ideas and developments at conferences on scholarship of education, teaching and learning or curriculum design.</li> </ul>
<b>Income</b>	<ul style="list-style-type: none"> <li>• <b>Success in obtaining external funding for development of teaching, learning, assessment and/ or collaboration in and/ or support of significant projects either in the subject discipline or in teaching-related activities.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of obtaining external funding for research, educational development, knowledge transfer or outreach activity, as appropriate to subject area, as Principal Investigator or Co-investigator.</li> <li>• Evidence of developing and managing a number of projects and the work involved in ensuring the projects were completed successfully.</li> <li>• Development of external contacts with a view to incorporating joint working as part of a grant application.</li> <li>• Evidence of attracting funding to run seminar series or conferences.</li> </ul>
<b>Esteem</b>	<ul style="list-style-type: none"> <li>• <b>Contribution to the University's national or international profile in education.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Fellowship of subject specific society.</li> <li>• Contributions to edited volumes, dictionaries, scholarly editions, catalogues, major databases and/or outputs in appropriate media appropriate to the norm of the discipline.</li> </ul>

		<ul style="list-style-type: none"> <li>Record of invited talks at national/ international conferences or events and/or UK HEIs in relation to teaching and/or the scholarship of teaching.</li> <li>Membership of editorial board of a pedagogical journal.</li> <li>Record of external examining at UG or PGT level.</li> <li>Teaching awards.</li> </ul>
<b>EDUCATION</b>		
	<b>Role Criteria - Senior Lecturer (Education)</b>	<b>Types of Evidence</b>
<b>Quality of Delivery</b>	<ul style="list-style-type: none"> <li><b>Excellent standard of teaching performance at undergraduate and/or postgraduate levels (which might include CPD provision) as judged by evaluation methods including student feedback and peer-review, at a load in accordance with the School Workload Model.</b></li> <li><b>Responsiveness to issues raised in/ for the School e.g. through NSS, FYSE, SYSE, PTES; meeting School targets for assessment and feedback; student recruitment and retention, employability; reflection on teaching activity.</b></li> <li>Effective delivery of his/ her own teaching, and of having participated in the assessment and quality assurance of programmes, modules or equivalent components of the taught portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>Higher Education Academy Membership/ PGCHET (or equivalent).</li> <li>Evidence of continuing professional development.</li> <li>Delivery of high quality teaching as evidenced by positive feedback received from students, colleagues and external examiners.</li> <li>Evidence of contribution to the successful delivery or enhancements of particular modules.</li> </ul>
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li><b>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.</b></li> <li><b>Provision of support and guidance to students, taking into account individual circumstances, working to resolve issues and recognising when and how to involve specialist parties.</b></li> <li><b>Responsibility for reviewing his/ her own teaching activities, to ensure that learning outcomes are effectively achieved, taking account of feedback received.</b></li> </ul>	<ul style="list-style-type: none"> <li>Evidence of effective engagement with students leading to an enhanced student experience.</li> <li>Evidence of responding to student, peer or external examiner feedback.</li> <li>Evidence of reflection on teaching activity.</li> <li>As Academic/ Personal tutor, provision of effective/ personalised support, liaising with appropriate specialist parties.</li> <li>Development of fresh approaches to student support.</li> <li>Supervision of undergraduate and taught postgraduate student projects or dissertations linked to your discipline.</li> </ul>

<b>Course Development</b>	<ul style="list-style-type: none"> <li>• <b>Sustained contributions to School policy and practice in teaching, with a significant role in developing the direction of teaching and learning within the discipline or subject area within the institution.</b></li> <li>• <b>Development of new approaches to lead innovation in the development or modernisation of the subject curriculum, assessment, use of technology and pedagogy within the School.</b></li> <li>• <b>Review of module content and materials, and where appropriate of development, design and update of materials.</b></li> <li>• Engagement in quality enhancement theme networks or similar networks to support disciplinary and/ or generic improvements in the quality of learning and teaching.</li> <li>• Engagement in teaching activities which are informed by his/ her own or others' research.</li> <li>• Development of methodologies and techniques appropriate to the type of scholarship being carried out.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of review and update of modules to ensure that the content is up-to-date and incorporates current research.</li> <li>• Coordinator role for a particular Undergraduate module.</li> <li>• Membership of the School Education Committee and/ or SSCC Committees, contributing to discussions and decisions relating to education.</li> <li>• Member of a major review group leading to changes to major parts of the curriculum.</li> <li>• Evidence of work with the programme convenor to identify appropriate objectives for the education programme to ensure that modules are developed and revised against these objectives for approval through University procedures.</li> <li>• Leadership role in the design and development of a programme or group of modules directly informed by the latest developments in pedagogical or curricula assessment.</li> <li>• Record of use of innovative methodologies or technologies in teaching.</li> <li>• Contribution to growth of student population resulting in new income streams.</li> </ul>
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**ACADEMIC LEADERSHIP**

	<b>Role Criteria – Senior Lecturer (Education)</b>	<b>Types of Evidence</b>
<b>Leadership (School)</b>	<ul style="list-style-type: none"> <li>• <b>Evidence of a sustained ability to develop and lead a major individual or collaborative project, conducting original investigations and taking the responsibility for the management of resources, including budgets as appropriate, and managing deadlines to ensure timely completion.</b></li> <li>• <b>Successful design and delivery of a task which improves School performance, as evidenced by e.g. student recruitment, widening participation activities, partnership development.</b></li> <li>• <b>Track record in mentoring of students and staff, or management of staff.</b></li> <li>• Major contribution to discipline or School strategic planning or policy development.</li> <li>• Membership of School committees, e.g., appointment and probation committees.</li> <li>• Undertaking of duties required by School.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership of an investigation or review into a particular aspect of School work that leads to proposals for change.</li> <li>• Systematic involvement in School committees with active engagement to influence the strategic direction of their work.</li> <li>• Leadership role and responsibility for the design and development of a programme or group of modules.</li> <li>• Leadership of a systematic development relating to pedagogy, assessment or technical innovation across the School.</li> <li>• Management of a team, including setting overall team objectives and ensuring the team is working in line with School and Faculty objectives.</li> <li>• Substantial role in administration of education, such as Module, Year, or Programme Convenor, Advisor of Studies, Examination Officer.</li> <li>• Leadership of a programme review.</li> <li>• Management of staff (technical, administrative).</li> <li>• Involvement in SMB.</li> <li>• Informal, or formal if appropriate, mentoring of junior staff.</li> </ul>

<b>Leadership (Faculty/ University)</b>	<ul style="list-style-type: none"> <li>• Leadership of the planning and implementation of a significant piece of work impacting on the achievement of the area's objectives</li> <li>• Participation in decisions which impact on the strategy of the area, team, subject or discipline.</li> <li>• Liaison and participation in groups or committees to influence strategic requirements and priorities on an ongoing basis.</li> <li>• Provision of leadership and direction to a body of people or an area of work.</li> <li>• Undertaking of duties required by Faculty or University.</li> </ul>	<ul style="list-style-type: none"> <li>• Management of a project which involves external partners.</li> <li>• Representing the School in strategic issues with other parts of the University.</li> <li>• Member of Faculty or University panel concerned with academic activity.</li> </ul>
<b>Leadership (External)</b>	<ul style="list-style-type: none"> <li>• <b>Contribution to the University international profile through the development of collaborations or partnerships in education.</b></li> <li>• Service within the wider subject community e.g. committee service within learned or professional bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility for international student recruitment/ special relationships with overseas institutions.</li> <li>• Leadership of a committee, group or other decision-making body, that has delegated responsibility to make decisions.</li> <li>• Management of a major project.</li> <li>• Scarce technical/ subject expertise.</li> </ul>

**SOCIETAL AND ECONOMIC IMPACT**

	<b>Role Criteria – Senior Lecturer (Education)</b>	<b>Types of Evidence</b>
<b>Knowledge Transfer and Enterprise</b>	<ul style="list-style-type: none"> <li>• Record of success in knowledge transfer to improve the performance of business, commerce and/ or industry, broadly defined to include the third sector.</li> <li>• Establishment of contacts and networks to align external needs and internal expertise, and of having influenced the creation and development of KT opportunities.</li> <li>• Identification of new opportunities for KT activity that deliver innovation to external users, bringing benefits to the users and recognition to the University.</li> <li>• Record of having influenced key parties within the University to ensure that mechanisms are in place to exploit fully the potential benefits of KT activity.</li> <li>• Application of knowledge to improve public sector performance or quality of life by, for example, informing public policy and government, and/ or through partnership with the voluntary sector, or the cultural and heritage sectors or other external agencies.</li> <li>• Record of tangible support for KT, such as the public understanding of science or promoting better understanding of social, cultural or historical issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Support activity to determine the University's approach to KT, including membership of a University KT working group.</li> <li>• Establishment of a regional or national group to promote collaboration, for example to secure funding for KT activities or to build relationships for future activities.</li> <li>• Evidence of commercial exploitation or of adapting project results or teaching materials through patent, licence, spin-out company formation, and/or engagement with a University technology Transfer Company.</li> <li>• Appointment to a governing body of a regional or national industry, professional, public or charitable organisation.</li> <li>• Provision of advice, expertise or consultancy to an external organisation, working with that organisation to ensure successful delivery against the criteria and targets set.</li> <li>• Invitation to give evidence to government agencies or committees or involvement in national policy working groups.</li> <li>• Record of work with regional agencies to identify new opportunities.</li> <li>• Undertaking of public, social and/or arts sector adoption of policy-related or other work.</li> <li>• Evidence of having identified potential areas for consultancy contracts and creating a framework to ensure that projects run according to plan.</li> </ul>

<b>Social Engagement and Outreach</b>	<ul style="list-style-type: none"> <li>• <b>Promotion of subject, discipline, School, Faculty or University at Open Days, school visits, UG and PG recruitment events; employer engagement; knowledge transfer; community projects; voluntary organisations; international student recruitment.</b></li> <li>• Provision of tangible support for knowledge transfer, such as the public understanding of science or promoting better understanding of social, cultural or historical issues.</li> <li>• Promotion of experiential or community-based learning for students through placements and internships, or through the Science Shop.</li> <li>• Evidence of a contribution to the public engagement work of the University generally.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with community based groups e.g. local charities.</li> <li>• Work with outreach groups in the community.</li> <li>• Appearances, articles in national media.</li> <li>• Participation in student recruitment events, Open Days, school visits.</li> <li>• Development/management of educational relationships with employers.</li> <li>• Involvement in activities as defined by the University's Social Charter.</li> </ul>
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\* **Clinical Academic applicants must have performed satisfactorily in the annual joint University/NHS appraisal of clinical role relating to patient care.**