University of Exeter

Exeter Academic

Criteria for Progression to Lecturer (E&S)

This document sets out the framework for career progression to Lecturer in the Education and Scholarship job family within the University. The posts in the Education and Scholarship job family and the Research and Education job family are deemed equivalent in terms of esteem and contribution within the University.

This document contains:

- a summary of the activities which a member of staff at Associate Lecturer should be undertaking, to a successful and effective standard; and
- the evidence which must be demonstrated – over a sustained period (of at least one academic year at Exeter) by a member of staff – in order to achieve promotion to Lecturer (and examples of these)

against each of the core activities of staff in the Education and Scholarship job family and the minimum requirements on qualifications/HEA Fellowship.

ASSOCIATE LECTURER ROLE

Summary of typical characteristics of Associate Lecturer role
Responsible for working, in association with/supported by other academics, to provide selected aspects of the student learning experience normally at module level.

Staff working at Associate Lecturer level must be undertaking the activities listed below to a successful and effective standard:
TEACHING PRACTICE
- Demonstrate appropriate depth or breadth of specialist knowledge and understanding of the core knowledge related to their discipline in order to teach and support learning on selected modules;   - Teach and support learning using a range of approaches and modes of delivery appropriate to the teaching allocated;   - Contribute to the design and delivery of learning materials within the scope of their teaching practice;   - Show evidence of formal peer review indicating good teaching practice; achieve good Accelerate scores and demonstrate other evidence of good student feedback;   - Demonstrate clear engagement in CPD in relation to teaching and learning and a commitment to professional values.
STUDENT/STAFF SUPPORT
- Perform a personal tutor role at undergraduate level dealing with straight forward student issues;   - Work collegially with your teaching team/ support staff and others with in the discipline;

▪ Develop effective learning environments and approaches to student support and guidance.

MANAGEMENT AND COURSE/EDUCATION MANAGEMENT
Work closely with module leaders in an active and involved manner;   Manage matters with in their scope of their teaching, i.e. day to day module matters, and some administrative module responsibilities;   Manage particular aspects of the experiences of students for whom you are responsible;   Be actively involved with discipline based student recruitment activities.

SCHOLARSHIP, ESTEEM AND COMMUNICATIONS
▪ Communicate subject knowledge in a format that is accessible to all students in an achievable context;   ▪ Develop and share appropriate approaches to teaching and learning support and scholarly activities, responding to pedagogical and practical challenges with in the limited teaching context available to ALects;   ▪ Share personal good practice within the teaching team.

EXTERNAL AFFAIRS
▪ Appropriate involvement with external activities;   ▪ Attendance at appropriate Teaching and Learning events involving external people;   ▪ Attendance at module/discipline meetings (where attendance has a positive contribution to your role/practice at the University);   ▪ Support other colleagues in relation to external projects as appropriate.

QUALIFICATIONS/RECOGNITION
Staff at Associate Lecturer level are expected to achieve Associate Fellow of the HEA within 2 years of appointment to Associate Lecturer (pro-rata for part-time staff) and attend formal CPD relating to this (LTHE and/or subsequently the Academic Professional programme).   **This should be a minimum requirement for all University teachers at this level.**

CRITERIA FOR PROGRESSION TO LECTURER

The examples of the evidence which must be demonstrated in each of the core activities in order to achieve promotion to Lecturer are not prescriptive. Similarly, **the framework does not seek to be completely exhaustive or definitive; rather it is designed to be indicative** of the level the University would expect.

The examples given are generic and it is recognised that the specific requirements and opportunities will differ between subject disciplines. The requirements of the University and Faculty and the opportunities which will be available to staff will also differ over time as Faculty priorities change. Through the PDR process, Academic Leads and individual members of staff should align personal aspirations (eg for career development and promotion) with the needs of the Faculty, set out in the Faculty Business Plan.

PROGRESSION CRITERIA
In order to be considered for promotion to Lecturer, staff should be able to demonstrate evidence of excellence in some of the above activities and be able to demonstrate over a sustained period they are performing the following to a satisfactory and effective standard.

TEACHING PRACTICE

- Evidence of excellence identified through peer review in areas where this is achievable.
- Evidence of excellence identified through Accelerate feedback where this is achievable.

Together with aspects of the following that are appropriate to the role and achievable:

- Innovation in teaching practice to resolve problems or enhance the student experience e.g. enhancements in online provision;
- Impact at programme level beyond own teaching;
- Tangible contributions to annual programme review and active involvement in appropriate teaching and learning planning events;
- Design and delivery of innovative assessment strategies.

Evidence may include:

- Support others in delivery of assessment within an existing module;
- Prepare innovative materials to support learning and teaching within specific modules;
- Take responsibility for design and planning of learning and assessment within an existing module;
- Design online teaching materials to support teaching within own modules and use technology in teaching e.g. use voting technology in lectures;
- Take responsibility for coordinating whole modules or areas of learning within a given remit;
- Enhance and develop new teaching materials in response to student and peer feedback/demand.

STUDENT/STAFF SUPPORT

- Evidence of success in providing sustained all round student support.

Together with aspects of the following that are appropriate to the role and achievable:

- Mentor PTAs, if this opportunity is available within the discipline;
- Take an innovative role in a specific area of student support by providing new ideas, advice and guidance in this area.

Evidence may include:

- Coordination of employability initiatives;
- Lead on disability/liaison with DRC;
- Organise new student academic induction.

MANAGEMENT AND COURSE/EDUCATION MANAGEMENT

Evidence of successful collaborative management of day to day module matters;

- Taking leadership responsibility for organising a significant element of a module or part of a programme e.g. organising the small group teaching schedule for a module.

Evidence may include:

- Managing less experienced PTAs independently;
- Some administrative programme responsibilities;
- Sole coordinator for a module;
- Responsibility for level 1 laboratories or fieldwork;
- Responsibility for coordination of language conversation classes;
- Responsibility for a core learning activity across a range of modules.

SCHOLARSHIP, ESTEEM AND COMMUNICATIONS

- Collaborate with others to incorporate relevant research/scholarship into own practice;
- Take a role in developing and implementing projects to enhance the student experience in conjunction with others.

Together with aspects of the following which are appropriate to the role and achievable:

- Presentations at local (team) meetings;

- ▪ Lead on aspects of a scholarly project (internal/discipline etc.);
- ▪ Lead on an aspect of a review or an aspect of accreditation processes.

Evidence may include:

- ▪ Sourcing of external/ internal funding for e.g. an employability or e-learning project.

EXTERNAL AFFAIRS

Aspects of the following which are appropriate to the role and achievable:

- ▪ Organise/coordinate a significant part of programme outreach/student recruitment activities;
- ▪ Have sole responsibility for organising and coordinating a smaller outreach recruitment event.

Evidence may include:

- ▪ Manage/coordinate discipline presence at UCAS fairs or regional WP events.

QUALIFICATIONS/RECOGNITION

In order to be promoted to Lecturer, staff should be able to demonstrate the following commitment to achieving qualifications/recognition.

If not already a Fellow of the HEA then the promotion/appointment panel should be satisfied that there is evidence that the member of staff is working toward Fellowship of the HEA.