Criteria for Progression to Senior Lecturer (E&S)

This document sets out the framework for career progression to Senior 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 Lecturer level 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 Senior 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.

LECTURER ROLE

Summary of typical characteristics of Lecturer role
Responsible for substantive teaching, learning and leadership at Module level and aspects of these at Programme level; will have successfully engaged in most aspects of the previous level.

Staff working at 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 to teach a range of levels and on a range of modules.   - Teach and support learning using a wide range of approaches and modes of delivery, which are appropriate to a range of different modules and students.   - Take responsibility for design and delivery of high quality learning materials across a range of modules to include online resources.   - Show evidence of formal peer review indicating very good teaching practice; achieve very good   - Accelerate scores and demonstrate other evidence of good student feedback.   - Demonstrate clear engagement in CPD in relation teaching and learning and a commitment to professional values.
STUDENT/STAFF SUPPORT
- Perform the role of personal tutor, dealing with straightforward student issues.   - Work collegiately with your teaching team/ support staff and others within the discipline and college.   - Mentor PTAs as appropriate.

▪ Develop effective learning environments and approaches to student support and guidance.
MANAGEMENT AND COURSE/EDUCATION MANAGEMENT
▪ Demonstrate capacity to be a sole or joint module lead for either a complex team-taught module or several individual modules. ▪ Manage all administrative and student related matters within the scope of their teaching. ▪ Take an active role in student recruitment activities.
SCHOLARSHIP, ESTEEM AND COMMUNICATIONS
▪ Demonstrate scholarship by synthesising subject knowledge into a format that is accessible to students evidenced by the production of high quality teaching and assessment ideally over a range of levels. ▪ Demonstrate development of pedagogical understanding within subject evidenced by evaluation and review of module content on an annual basis. ▪ Show evidence of initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and scholarly activities, responding to pedagogical and practical challenges. ▪ Disseminate good practice within teaching team and/or college.
EXTERNAL AFFAIRS
▪ Take an active part in school/College open days/visits and other external WP activities. ▪ Participate in appropriate Teaching and Learning events at Exeter (with external facilitators) and/or external to the University. ▪ Attend local/regional group/committee/ discipline meetings (where your attendance has a positive contribution to your role/practice at the University).
QUALIFICATIONS/RECOGNITION
Staff at Lecturer level are expected to achieve the Academic Professional programme or equivalent and Fellow of the HEA within 2 years of appointment to Lecturer (pro-rata for part-time staff). **This should be a minimum requirement for all University teachers at this level and above.**

CRITERIA FOR PROGRESSION TO SENIOR LECTURER

The examples of the evidence which must be demonstrated in each of the core activities in order to achieve promotion to Senior 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 Senior 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 areas of excellence identified by peer review, with additional evidence of dissemination of best practice to colleagues.
- Evidence of some areas of excellence in Accelerate feedback (aligned to Faculty benchmarks).

Together with evidence of aspects of the following which are appropriate to the role and achievable:
- Successful innovation in teaching practice to resolve problems or enhance the student experience in line with the Faculty education strategy.
- Impact at discipline/programme level beyond own teaching.
- Nomination for teaching awards.
- Tangible contributions to discipline teaching and learning policy e.g. minuted contributions and /or submitted paper(s) to SSIC/education /discipline meetings.

Evidence may include:
- Lead major(new) teaching, learning and assessment design/developments at module level/programme level;
- Create innovative online teaching materials - contributing to on line learning at an enhanced level i.e. exceeding minimum requirements and use technology creatively in teaching
- Play a significant role in new curriculum developments at programme/discipline level.

STUDENT/STAFF SUPPORT

Together with evidence of aspects of the following which are appropriate to the role and achievable:
- Mentor more junior staff (Associate lecturers), if this opportunity is available within your discipline.
- Be recognised as the lead on a specific area of student support by colleagues within your discipline as evidenced by providing advice and guidance to staff on this area.
- Take initiative in developing innovative approaches to student support.

Evidence may include:
- Deliver training or mentoring on teaching issues for staff new to discipline.
- Take responsibility for student experience within a programme.
- Act as an Academic lead and deal with staffing issues within the programme/discipline.

MANAGEMENT AND COURSE/EDUCATION MANAGEMENT

- Evidence of excellent independent management of a complex team-taught module or several individual modules.
- Evidence of well-respected leadership and responsibility for a significant curriculum area.

Evidence may include:
- Manage the undergraduate student experience in your discipline.
- Take responsibility for employability within your discipline.
- Take responsibility for significantly increasing intake on premium fee programmes. Engage in internal quality review processes.
- Undertake internal moderator role.

SCHOLARSHIP, ESTEEM AND COMMUNICATIONS

- Collaborate successfully over some time with others to incorporate relevant research/scholarship into own practice.

- Take a leadership role in developing and implementing projects to enhance the student experience in line with the education strategy.

Together with aspects of the following which are appropriate to the role and achievable:
- Making conference presentations at local or national events.
- Taking a significant role in scholarly projects (normally internal/discipline based). Authoring competitive proposals for project funding.

Evidence may include:
- Source external funding for e.g. employability, diversity or e-learning projects.
- Undertake external examiner or advisory roles.
- Present at a high profile internal (e.g. L&T conference) or an external (e.g. HEA conference) education conference.

EXTERNAL AFFAIRS

Aspects of the following which are appropriate to the role and achievable:
- Organise/coordinate a significant part of your College's outreach/student recruitment activities.
- Have sole responsibility for organising and coordinating a smaller outreach recruitment event.
- Become involved in organising or leading a local subject network or forum (online or face to face) which considers education matters.

Evidence may include:
- Manage Post Offer Open days (POODs) within discipline.
- Manage UG marketing.
- Lead on aspects of UG recruitment and ad missions within discipline.

QUALIFICATIONS/RECOGNITION

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

If not already a Senior Fellow of the HEA then the promotion/appointment panel should be satisfied that there is evidence that the member of staff is working toward Senior Fellow of the HEA and will achieve it within 2 years of promotion to Senior Lecturer.

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