

GRADE 7 – Lecturer (the 'Developing Academic')

Grade 7 relates to the following:

- Those entering into a career as an academic for the first time and will have done so through a range of routes i.e. doctoral study, a role in industry etc. As a result, the research capabilities and expectations will be highly variable and individual research responsibilities will be tailored to reflect that variation.
- It is expected that a Grade 7 academic on the progression route will work towards achieving a Grade 8 lecturer position and will submit an application for advancement when they believe they can satisfy the gateway criteria. Satisfying this criteria will normally take a minimum of two years.

Fundamental Academic Skills / Capabilities

For those new to academia, the Grade 7 role descriptors assume the **development** of a broad spectrum of fundamental capabilities across teaching & learning, research, and knowledge exchange and consultancy. In this way the early career academic **develops**, through scholarship and continuous improvement, a balanced skill set that optimises flexibility and value to the University, whilst providing an adaptability that prepares the individual for a variety of opportunities and roles in their career.

Grade 7 capabilities **support** a variety of individual remits involving some or all of the core functional areas of teaching and learning; research; and knowledge exchange and consultancy.

Teaching

The Grade 7 academic will teach in a **developing** capacity as part of a module/course team in a variety of settings from small group tutorials to large lectures. They will transfer knowledge in the form of practical skills, methods and techniques, identify learning needs of students and define appropriate learning objectives.

The Grade 7 academic will **develop** their own knowledge, skills and expertise to provide a range of learning experiences for the student whilst ensuring that content, methods of delivery and learning materials meet the defined learning objectives.

A Grade 7 academic will also **participate** in and help build existing internal networks and **begin** to cultivate networks and relationships with external stakeholders with a view to adding value in future.

Research

The remit and expectations of all academic lecturing staff will be determined on an individual basis and the level of research, as it is described in the research family of roles and can be referred to for equivalency, does not impact on the grade level.

Development

The Grade 7 academic will take ownership of their **own professional academic development** and work steadily towards satisfying the criteria for progression to Grade 8, where they will assume higher level responsibilities. Progression will be achieved through demonstrating capability in a range of academic functions including **effective** module co-ordination which is a pre-requisite to achieving Grade 8 status. Effective module co-ordination will only be realised and therefore evaluated for progression after a minimum of 2 years in post.

Leadership, Management and Accountability

The Grade 7 academic is expected to recognise that leadership exists at all levels. They are expected to display leadership and management through their work with others, and demonstrate effectiveness when steering and co-ordinating teaching work, research projects, etc. They will be expected to run and organise their own module teaching, scholarly and administrative activities, with guidance from established academics if required. Working within a team, the Grade 7 academic should collaborate with academic colleagues on course development and curriculum changes and agree their assigned responsibilities.

The Grade 7 academic will develop initiative, creativity and judgement in applying suitable approaches to teaching and learning support and scholarly activities. They will actively participate in course team decision making and take ownership of any decisions that have been made.

The Grade 7 academic will resolve issues affecting the quality of delivery within scope of own level of responsibility i.e. as module leader, referring more serious matters to others, as appropriate.

Academic staff at this level are expected to **familiarise** themselves with key University strategies relating to teaching and learning, research, knowledge exchange and consultancy; School Plans and the School's strategic objectives etc. Tasks assigned are to be undertaken in pursuance of goals and objectives as defined within the summary role descriptor, including progression to Grade 8.

HE Context

It is expected that the Grade 7 academic will **develop** an understanding of the context of contemporary UK-based higher education, both in terms of the macro-environment of government policy etc, and how this impacts on institutional strategy and everyday practice at a personal level.

The Grade 7 academic **develops** a thorough understanding of the KPIs that determine success across the sector, (e.g. NSS, SARs, SEQs, Employability, research, income generation, student recruitment, etc)

Core Behaviours / Attributes

The Grade 7 academic is expected to **exhibit** professional behaviours at all times and **represent** the best interests of the University in undertaking their work. Staff are expected to be collaborative, proactive and innovative and display initiative and imagination. They are required to be '**customer**' **oriented**, engaging, challenging, constructive, and reflective in the course of their work, recognising the limits of experience and / or role, and **proactively** seeking guidance where required. It is a core expectation that Grade 7 academics are **effective within team** working scenarios, whether within the School or across the University, as well as when **working independently** (with guidance as necessary).

The Grade 7 academic will create a supportive and mentoring culture for students to support them with their study and learning needs.

GRADE 8 – Lecturer (the Core / ‘Developed’ Academic)

The Role Descriptor for **Grade 8** builds on that of Grade 7 and represents the core academic role at Lecturer level. This relates to academic staff:

- who have entered into the Grade 8 level having met the development criteria from Grade 7 to Grade 8; and/or
- who have established themselves as a core academic through previous experience.

Academics at this level may be required to assume Course Leader duties as required by the Head of School. These duties will be remunerated for separately.

Developed Academic Skills / Capabilities

The Grade 8 role descriptors are written to capture a breadth of **developed capabilities** across teaching & learning, scholarship, research, and knowledge exchange and consultancy. However, as academic staff portfolios vary widely across some or all of these functional areas, it is recognised that staff responsibilities are not uniform. Hence, the contribution of individuals may not map onto all of the descriptor areas. Nevertheless, the descriptors are written with the aim of achieving consistency and equity of expectation regardless of the functional mix.

Grade 8 capabilities cover the **core academic competences** required to undertake **high quality** teaching, research, and research commercialisation in a 21st century higher education context, in which excellence is key to competitiveness, sustainability, and growth. Grade 8 academics are expected to contribute constructively to the intellectual development of their subject and to achieving the University’s strategic objectives.

A Grade 8 academic will **develop and lead** established networks both internally within the School and externally in order to build constructive and fruitful relationships that advance the business and reputation of the School and University.

Teaching

The Grade 8 academic will play a lead role in course development/curriculum changes and will agree responsibilities with colleagues where appropriate. The Grade 8 academic will **plan, organise and co-ordinate** the work of others to ensure standards meet the expectations of the School Academic Board, in conjunction with university policies and regulations.

The Grade 8 academic will present ideas, opinions and papers for consideration and discussion at School, subject, and course level meetings.

The Grade 8 academic will play an active role in the planning, designing and development of objectives, teaching methods, learning outcomes and material relevant to effective academic delivery. They are expected to be innovative and to constructively challenge the status quo as appropriate and will have **input to**

complex decisions such as those that impact on the structure of a course or those where their subject expertise is required.

Research

The remit and expectations of all academic lecturing staff will be determined on an individual basis and the level of research, as it is described in the research family of roles and can be referred to for equivalency, does not impact on the grade level

Leadership, Management and Accountability

A Grade 8 academic **demonstrates** leadership through effective co-ordination and organisation of teaching, research and other assigned activities, as well as a **commitment** to continuous improvement and enhancement.

Proactivity and initiative are expected as key attributes **demonstrated** through all aspects of work, coupled with a recognition of where the involvement of senior colleagues is required.

A Grade 8 academic will lead and or identify the need for developing the content or structure of courses with colleagues and will direct or make proposals on how this should be achieved. The Grade 8 academic will develop ideas for generating income and promoting the subject and pursue agreement to take these forward into action. In fulfilling an academic role they will assume **operational responsibility** for planning and managing and play an active role in the delivery of ad hoc projects and the accreditation of courses and quality control processes.

HE Context

A Grade 8 academic is expected to **possess** a sound understanding of the UK-based higher education context, in particular the relationship between key University policies and requirements, and the broader obligations placed on institutions by government, etc.

A Grade 8 academic assumes accountability for performance against KPIs in Teaching and Learning, research, and Commercialisation. **Possesses and helps communicate** and explain the KPIs that determine success across the sector. In addition, Grade academics are expected to be **active in developing** internal and external networks and to gaining or maintaining exposure to external professional and educational contexts.

Core Behaviours / Attributes

Grade 8 academics are expected to **demonstrate** a professional student-centred approach. They will exercise discretion, sound judgement and objectivity, flexibility and adaptability, and initiative to resolve problems that occur infrequently and the solution may not be immediately apparent. These **attributes are considered core** to an academic role, irrespective of task or operational area. As an established team member the Grade 8 academic develops productive working relationships with other members of staff within the School, leading where

required. The Grade 8 academic has leadership capabilities and is therefore able to assume leadership responsibilities up to and at course leader level.