



TEACHER CAREER FRAMEWORK & ROLE PROFILES

Teacher Career Framework & Role Profiles

Preamble

Background

The University of Limerick has in place frameworks for Centre of Teaching and Learning and Academics. Following a request from HR this document sets out a proposal for a framework for those engaged primarily in teaching activity¹. The proposed role profiles make use of:

- External Framework. In 2011, the HEA(UK) published, on behalf of the sector, a national framework for recognising teaching and learning support roles within Higher Education. HEA(UK) staff can seek recognition as Associate Fellow, Fellow, Senior Fellow or Principal Fellow of the HEA(UK).
- Existing UL Frameworks for CTL and Academics.
- Role profiles - University of Bristol (Teaching Family), University of Hull (Teaching Family) University of Exeter (Teaching Family).

The **purpose** of the career framework is to develop a model to facilitate, recruitment, selection and the career development of Teaching staff within the University.

University Teachers enhance the learning experience for students and design, deliver and assess courses/modules and programmes:

- (i) In disciplines where it is important that students are taught by professional practitioners and where it is desirable to employ faculty whose experience and training may not have followed traditional academic research and teaching career paths (e.g. Accountancy; Equine Studies).
- (ii) Where disciplines seek to widen traditional class-room based roles of university teaching by employing academic staff whose pedagogic role and experience extends to areas such as widening participation, employment placements and whose sought expertise does not necessarily involve research publication in specialist discipline areas.
- (iii) For language teaching.

They teach academic or vocational subjects to undergraduate and taught postgraduate students using a wide range of methods, including e-learning. Administrative tasks, such as curriculum design, development, course leadership, coordination of modules and degree programmes, take up a significant amount of time, and many University Teachers take on a pastoral role.

There may also be an opportunity to pursue discipline and/or pedagogic research. As University teachers in progress along their career path, they may be expected to undertake a managerial role

This document contains a proposal for four levels:

Teaching Assistant

Associate Teacher

University Teacher

Teaching Fellow

¹ Teacher related roles: examples of these include the role of professional assessor, variety of teacher related roles, including language teachers.

General overview of a Teaching Role

A teaching role at the University of Limerick involves a combination of teaching, research and related professional, administrative and community service. It is recognised that whilst all roles will combine these areas of work, the relative weight of each will vary from level to level and over time for individual role holders as agreed with the Head of Department.

Roleholders will contribute to the teaching, research and administrative activities of their department.

Activities include:

- Teaching
- Management/Administration and core/education management
- Student support
- Scholarship/Research
- External affairs

Roleholders will take responsibility for agreed learning activities.

They are supported by academic direction from faculty staff and in line with the University policies and guidance.

Activity involves planning, preparing and delivering learning activities for individuals/groups, monitoring, assessing, recording and reporting on learning outcomes, student progress and development.

- Teaching defined in terms of student contact includes lectures, workshops, seminars, tutorials, practical laboratory demonstrations, fieldwork, e-learning and multimedia technologies.
- Roleholders will have the opportunity to engage in scholarship, with the contribution to research activity at the more senior teaching roles.
- Roleholders will undertake administrative tasks related to their role, in more senior roles they are responsible for the management and development of a specialist area.

Notes:

1. The expectation for each level is set out in a role profile.
2. The role profile descriptions establish increasing independence and range at each level.
3. The role summary at the start of each profile is intended to give an overview of each level's activities and is free-standing, whereas all other sections **assume** the work activities, qualifications and experience of the lower levels.
4. There is no automatic progression between levels. Movement will be through competition either by recruitment or promotion.
5. Role holders at all levels will engage in continuous professional development activity and demonstrate their professional values.
6. The **career progression routes** for University Teachers and academic staff (i.e. teaching and research) are distinct and separate with no entitlement to move between the two routes in either direction. Movement between the two routes can only occur in response to a member of staff being appointed to a vacant post through the normal recruitment process.

7. Education and experience are stated at the minimum threshold for the level. Additional education or experience may be desirable for some positions.
8. University Teachers will hold a recognised teaching qualification as this is an indicator of core knowledge and competency.
9. The role descriptions should be tailored in line with the requirements of the role and workload allocation for each individual.
10. Teaching includes any activity that contributes to student learning and the student experience, including design and delivery of courses, course leadership, supervision of student projects and research, pastoral support, management and leadership, student recruitment, widening participation, professional updating, maintaining awareness and understanding of recent advances in knowledge of the relevant discipline.
11. It is a key requirement at all levels that staff display scholarship by maintaining their knowledge and understanding of the latest developments in their discipline and of best practice for applying teaching and learning strategies for their subject.
12. There is an expectation that University Teachers contribute to the wider University community through membership of relevant Boards and Committees.

Job Family - Role Summaries

TEACHING ASSISTANT

Roleholders contribute to the delivery of the Department's teaching programme by providing straightforward teaching to small groups of students. They work under close supervision.

In this context, close supervision means teaching which involves working through a defined piece of work, or prescriptive framework, devised and provided by the Department/the academic responsible for the tutorial/ seminar/ discussion group/ workshop/module/programme.

Straightforward teaching means that the range of issues which may be raised is predictable and constrained by the nature of the materials used.

They will

- Assist module/programme leaders/ academic member of staff in delivery of teaching.

Typically requires Level 8 (degree or equivalent) qualification.

ASSOCIATE TEACHER – professional entry level.

Roleholders contribute to the delivery of the Department's teaching programme by providing teaching *within a programme for which a member of academic staff typically carries overall responsibility.*

Teaching deals with the core knowledge base of the discipline. Requires sufficient knowledge of the discipline, curriculum and teaching methods to promote depth of learning and understanding and ensure that learning objectives are met.

Roleholders effectively and efficiently undertake a range of duties associated with the teaching of full time and part time students and associated administration.

They will

- act as module coordinators
- contribute to broader curriculum development, setting, moderation and marking of examinations and assessment.
- supervise student projects, field trips, professional skills training and/or placements.
- could contribute to research, as such research will inform their teaching.

Typically requires Level 8 (degree or equivalent) and a teaching qualification (Diploma or equivalent where the degree is not a teaching degree).

UNIVERSITY TEACHER

Roleholders contribute to the delivery of the Department's teaching programme by providing teaching on more complex topics and drawing more extensively upon detailed research and/or professional knowledge for which a member of academic staff carries overall responsibility.

They will

- teach a wider range of student levels and on more complex topics than that expected by Associate Teachers.
- act as module coordinators
- draw upon current retained research/professional knowledge to enhance their teaching
- make significant contribution to broader curriculum development, setting, moderation and marking of examinations and assessment.
- be active in pedagogic / discipline research

Typically requires Level 8 & 9 (degree, post-graduate qualification or equivalent) and a teaching qualification (Diploma or equivalent where the degree is not a teaching degree).

TEACHING FELLOW

Role holders at this level will be individuals with significant experience in university teaching. They will contribute specialist research expertise and authoritative understanding to the delivery of the Department's teaching programme by providing teaching and learning within a programme for which a member of academic staff carries overall responsibility. They will enable students to understand new and difficult issues arising from recent research/professional developments.

They will

- make a management contribution within their department/ school.
- be responsible for the oversight of various teaching and learning related management duties for example coordinating and developing undergraduate or taught postgraduate programmes/modules.
- participate in University, regional or national teaching initiatives, be successful in obtaining grants or funds for teaching initiatives
- demonstrate innovation in the development, or application of, teaching and/or assessment and feedback methods, or support departmental initiatives that improve learning environments and approaches to student support, using learning technologies where appropriate and has evidence of the dissemination of these practices
- make contributions which advance ideas on how a subject can be taught either by scholarly publications or by conference presentations
- be involved in networks in the same and/or related areas and will be taking leadership roles in these networks.

Typically requires Level 8 & 9 (degree, post-graduate qualification or equivalent) and a teaching qualification (Diploma or equivalent where the degree is not a teaching degree).

TEACHING ASSISTANT

Roleholders contribute to the delivery of the Department's teaching programme by providing high quality straightforward teaching to small groups of students. They work under close supervision.

In this context, close supervision means teaching which involves working through a defined piece of work, or prescriptive framework, devised and provided by the Department/the academic responsible for the tutorial/ seminar/ discussion group/ workshop/module/programme.

Straightforward teaching means that the range of issues which may be raised is predictable and constrained by the nature of the materials used.

Typically requires Level 8 (degree or equivalent) qualification.

Line managed by: Head of Department.

REPRESENTATIVE WORK ACTIVITIES

<p>Teaching</p>	<p>Contribute to the delivery of the Department's teaching programme by providing straightforward teaching to small groups of students <i>tutorial/ seminar/ discussion group/ workshop/module</i> for which a member of academic staff carries overall responsibility.</p> <p>Assist preparation, delivery and assessment of high quality teaching & learning</p> <ul style="list-style-type: none"> • Discuss, with the member of academic staff responsible for the tutorial/ seminar/ discussion group/ workshop/module, the content of the teaching to be undertaken. • Prepare or assist with preparing materials as directed by the academic responsible. • Assist in assessment tasks – invigilation / initial marking of assessments (essays / assignments /presentations/laboratory work etc) under the supervision of academic staff member who has final responsibility for marking formally assessed work. • Assist in the provision of effective, timely and appropriate feedback to students to support their learning. <p>Administration</p> <ul style="list-style-type: none"> • Assist academic staff member in teaching related administration.
<p>Student Support</p>	<ul style="list-style-type: none"> • Help students absorb knowledge – assisting in clarification of material taught, responding to student questions, facilitating discussion and providing any supplementary explanation/material required. • Respond to student queries concerning material - by meeting, email or online and under the supervision of a academic staff member.
<p>Scholarship Research</p>	<p>Professional Development & Reflective Practice</p> <ul style="list-style-type: none"> • Keep current with developments in field • Self-reflection on performance, responding to student feedback, mentoring, and peer observation
<p>External Affairs</p>	<ul style="list-style-type: none"> • Assist in student recruitment/promotional activity of the department
<p>Qualifications & Experience</p>	<ul style="list-style-type: none"> • Level 8 (degree or equivalent) qualification. • Sufficient breadth and depth of knowledge and understanding in the discipline to work independently within an established module .

ASSOCIATE TEACHER

Roleholders contribute to the delivery of the Department's teaching programme by providing high quality teaching *within a programme for which the Head of Department typically carries overall responsibility*.

Teaching deals with the core knowledge base of the discipline. Requires sufficient knowledge of the discipline, curriculum and teaching methods to promote depth of learning and understanding and ensure that learning objectives are met.

Roleholders effectively and efficiently undertake a range of duties associated with the teaching of full time and part time students and associated administration.

They will

- act as module coordinators
- contribute to broader curriculum development, setting, moderation and marking of examinations and assessment.
- supervise student projects, field trips, professional skills training and/or placements.
- could contribute to research, as such research will inform their teaching.

Typically requires Level 8 (degree or equivalent) and a teaching qualification (Diploma or equivalent where the degree is not a teaching degree).

Line managed by: Head of Department.

REPRESENTATIVE WORK ACTIVITIES

Teaching	<p>Contribute to the delivery of the Department's teaching programme by providing high quality teaching <i>within a module or programme for which a member of academic staff carries overall responsibility</i>. Teaching deals with the core knowledge base of the discipline</p> <p>Prepare, deliver and assess high quality teaching & learning</p> <ul style="list-style-type: none">• Discuss, with the member of academic staff responsible, the broad content of the teaching to be undertaken and the methodologies for/purposes of that teaching.• Prepare by selecting and preparing the content, deciding upon any exercises/materials to be used and planning the approach.• Ensure that content, methods of delivery and learning materials will meet the defined learning objectives• Translate knowledge of advances in the subject area into the course of study• Set assessment tasks, mark formally assessed work (subject to moderation by the academic responsible) and act as principal marker for any assessment tasks they have set. Provide effective, timely and appropriate feedback to students to support their learning. <p>Curriculum development</p> <ul style="list-style-type: none">• Take responsibility for revising, planning and organising a module/class within an established teaching programme. <p>Administration/Management</p> <ul style="list-style-type: none">• Education Management – for example take responsibility for laboratories or fieldwork/co-ordination of language courses/supervision of student
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	<p>projects/placements. Organise the teaching and coordinate with other teaching contributors as necessary.</p> <ul style="list-style-type: none"> • Collaborate with academic colleagues on course development, curriculum changes • Monitor and, where appropriate, manage learning resources (e.g. equipment, laboratory) effectively. • Attend and contribute to subject group meetings • Maintain academic standards and work in accordance with university policies
Student Support	<ul style="list-style-type: none"> • Help students absorb knowledge – provide clarification of material taught, responding to student questions, facilitating discussion in classes and providing any supplementary explanation/material required. • Provide individual academic advice/support to students, including advice on appropriate reading. Where students require more in-depth academic support or pastoral care, to refer them on to an appropriate person. • Provide formative feedback to students.
Scholarship Research	<p>Professional Development & Reflective Practice</p> <ul style="list-style-type: none"> • Keep current with developments in field • Self-reflection on performance, responding to student feedback, mentoring, and peer observation <p>Research</p> <ul style="list-style-type: none"> • Contribute to the pedagogic research activity of the department. • Share knowledge of teaching pedagogies in appropriate fora.
External Affairs	<ul style="list-style-type: none"> • Be active in student recruitment/promotional activity of the department • Represent the department on working groups, committees as appropriate
Qualifications & Experience	<ul style="list-style-type: none"> • Level 8 (degree or equivalent) and a teaching qualification (Diploma or equivalent where the degree is not a teaching degree). • Sufficient breadth and depth of knowledge and understanding in the discipline to work independently. • Familiarity with the part of the curriculum to be taught and the scholarship associated with it. • Knowledge of teaching methods and techniques and experience of delivering teaching/learning delivery.

UNIVERSITY TEACHER

Roleholders contribute to the delivery of the Department's teaching programme by providing high quality teaching on more complex topics and drawing more extensively upon detailed research and/or professional knowledge for which a member of academic staff carries overall responsibility.

They will

- teach a wider range of student levels and on more complex topics than that expected by Associate Teachers.
- act as module coordinators
- draw upon current research/professional knowledge to enhance their teaching
- make significant contribution to broader curriculum development, setting, moderation and marking of examinations and assessment.

Typically requires Level 8 & 9 (degree, post-graduate qualification or equivalent) and a teaching qualification (Diploma or equivalent where the degree is not a teaching degree).

Line managed by: Head of Department.

REPRESENTATIVE WORK ACTIVITIES

Teaching	<p>Contribute to the delivery of the Department's teaching programme by providing high quality teaching on more complex topics and drawing more extensively upon detailed research and/or professional knowledge for which a member of academic staff carries overall responsibility.</p> <p>Manage, prepare, deliver and assess teaching & learning</p> <p>Building on the requirements of the previous level.</p> <ul style="list-style-type: none">• Demonstrate appropriate depth of discipline knowledge to teach and ensure quality control at a range of levels and on a range of modules, (typically but not exclusively within an established teaching programme).• Teach and support learning using a wide range of approaches.• Enhance the quality of learning by contributing on the basis of their research. <p>Curriculum development</p> <ul style="list-style-type: none">• Frequently contribute to the design, development, delivery assessment and evaluation of teaching across a range of modules• Lead new teaching learning and assessment design at module or programme level.• Significant role in new curriculum developments at programme/module level - Identifying needs and developing effective approaches to teaching and learning that are innovative for the subject or reflect evolving practices elsewhere. <p>Administration/Management</p> <ul style="list-style-type: none">• Take on specific initiating or co-ordinating roles (e.g. admissions or assessment).• Act as module/programme coordinator.• Develop and manage teaching and /or teaching support staff and resources (equipment, materials, space etc).
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	<ul style="list-style-type: none"> Mentor colleagues with less experience and advise on personal development.
Student Support	<ul style="list-style-type: none"> Help students understand complex issues arising from recent research/professional developments. Provide individual academic advice/support to students. Where students require more in-depth academic support or pastoral care, refer/co-ordinate support. Provide formative feedback to students.
Scholarship Research	<p>Professional Development & Reflective Practice</p> <ul style="list-style-type: none"> Reflect on teaching practices and contribute, through appropriate fora, to the enhancement of teaching quality <p>Research</p> <ul style="list-style-type: none"> Conduct individual or collaborative projects in subject/ pedagogical areas. Contribute to the pedagogic research activity of the department. Evidence of research led teaching. Supervise research projects at undergraduate level.
External Affairs	<ul style="list-style-type: none"> Be active in student recruitment/promotional activity of the department Represent the department on working groups, boards, committees as appropriate Participate / co-ordinate in student outreach activities as required Participate in and develop external networks.
Qualifications & Experience	<ul style="list-style-type: none"> Level 8 & 9 (degree, post-graduate qualification or equivalent) and a teaching qualification (Diploma or equivalent where the degree is not a teaching degree). Evidence of research led teaching Breadth and depth of knowledge and understanding in the discipline to add value to content. Expertise in the part of the curriculum to be taught and the scholarship associated with it. Evidence of success in teaching at undergraduate level.

TEACHING FELLOW

Role holders at this level will be individuals with significant experience in university teaching. They will contribute specialist research expertise and authoritative understanding to the delivery of the Department's teaching programme by providing high quality teaching and learning within a programme for which a member of academic staff carries overall responsibility. They will enable students to understand new and difficult issues arising from recent research/professional developments.

They will

- make a management contribution within their department/ school.
- be responsible for the oversight of various teaching and learning related management duties for example coordinating and developing undergraduate or taught postgraduate programmes/modules.
- participate in University, regional or national teaching initiatives, be successful in obtaining grants or funds for teaching initiatives
- demonstrate innovation in the development, or application of, teaching and/or assessment and feedback methods, or support departmental initiatives that improve learning environments and approaches to student support, using learning technologies where appropriate and has evidence of the dissemination of these practices
- make significant contributions which advance ideas on how a subject can be taught either by scholarly publications or by conference presentations
- be involved in networks in the same and/or related areas and will be taking leadership roles in these networks.

Typically requires Level 8 & 9 (degree, post-graduate qualification or equivalent) and a teaching qualification (Diploma or equivalent where the degree is not a teaching degree).

Line managed by: Head of Department.

<p>Teaching</p>	<p>Contribute specialist research expertise and authoritative understanding to the delivery of the Department's teaching programme by providing high quality teaching and learning within a programme for which a member of academic staff carries overall responsibility.</p> <p>Lead, prepare, deliver and assess teaching & learning</p> <ul style="list-style-type: none"> • Building on the requirements of the previous level. • Lead on design, development, delivery, assessment and evaluation of entirely new or significant Teaching & Learning support activities. • Demonstrate significant depth of discipline knowledge to teach and ensure quality control at a range of levels and on a range of modules • Teach and support learning using a wide range of innovative approaches. <p>Curriculum development</p> <ul style="list-style-type: none"> • Lead on curriculum review - Identify where revisions of existing modules are required, plan and co-ordinate appropriate changes or development of new programmes.
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	<p>Administration/Management</p> <ul style="list-style-type: none"> • Contribute to management in areas such as administration and longer term planning. • Take a formal lead in enhancing the quality of teaching and/or professional provision in the discipline. • Develop and manage teaching staff and resources. • Actively participate in relevant Boards and Committees.
Student Support	<ul style="list-style-type: none"> • Lead on student support issues – discipline/pastoral etc.
Scholarship Research	<p>Professional Development & Reflective Practice</p> <ul style="list-style-type: none"> • Lead on development of guidelines/policy in own area (as appropriate). • May lead on teaching & learning projects regionally/nationally • Active in professional networks <p>Research</p> <ul style="list-style-type: none"> • Sustained evidence 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 of a standing equivalent to regular publication of original research; outputs to have influenced the practise of teaching or improved the student experience within the subject area. • Lead author on research funding bids. • Supervise research projects at undergraduate and postgraduate levels in appropriate fields of study.
External Affairs	<ul style="list-style-type: none"> • Lead on the organisation of support activity – for example conferences/student recruitment activity • Represent the department/university in appropriate fora • Contribute to raising the university’s profile through external networks in the subject or professional area and/or through the creation and development of commercial/industrial partnerships
Qualifications & Experience	<ul style="list-style-type: none"> • Level 8 & 9 (degree, post-graduate qualification or equivalent) and a teaching qualification (Diploma or equivalent where the degree is not a teaching degree). • Sustained evidence of successful practice that is creative and adaptable to changing circumstances, with examples of innovation that respond to changes in the subject area. • Deep expertise in the part of the curriculum to be taught and the scholarship associated with it. • Extensive experience of university teaching and teaching related administration at various levels • Ability to provide leadership to teaching <i>and/or professional</i> teams