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|  | **Senior Teaching Fellow** | **Principal Teaching Fellow** |
| **Sphere Of Influence** | Programme or Year Group:At this level, staff are responsible for design and delivery of one or more modules and work closely with department colleagues to enhance education at programme level.Recognised at Departmental level as someone who makes a key contribution to education enhancement. | Department / Faculty:At this level, staff are responsible for design and delivery of modules and programmes, and/or have equivalent level of wider responsibility for education development, for example by contributing to institutional projects and activities (e.g., working with the Educational Development Unit).Recognised at Department and Faculty level as someone who leads education enhancement within and across programmes. |
| **Qualification** | PGCert level qualification or equivalent in Education required Fellowship (FHEA) or similar required | PG Diploma level qualification or equivalent in Education expected Senior Fellowship (SFHEA) or similar required |
| **Contribution to the College's Educational Mission** | Recognised for quality of design and delivery of module(s) in their area of expertise (including coursework, feedback, and assessment). | Recognised departmental expert in educational best practice for their subject area, providing expert advice at the departmental level.Works with others to ensure Department education practice is in line with College’s Educational Mission. |
| Demonstrates innovation in their teaching, e.g., innovative approaches to delivery, feedback, and assessment. | Has influence beyond their own teaching, resulting in improvements to educational quality in their department / faculty across multiple year groups and programmes. |
| Takes a Departmental role (e.g., year coordinator, projects coordinator, outreach coordinator, admissions tutor). | Leads significant and impactful initiatives. For example:* Taking a departmental leadership role (e.g. Senior Tutor)
* Leading on curriculum design for a particular subject area across all year groups / programmes
* Leading on the application of educational technology across the curriculum
* Implementing policies to regulate student workload
* Creating and leading an iExplore STEMM module in an area of
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|  |  | strategic importance* Developing and leading on new CPD/Executive Education Initiatives
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| **Innovation and Evaluation** | Evidence of innovative contributions to education at the programme level.For example,* Reviewing and updating curriculum to reflect state of the art
* Incorporating inclusivity into curriculum, design principles and delivery approaches
* Development of innovative delivery modes
* Development of novel assessment techniques

At module, and wider programme, level considers impact of teaching on student experience and outcomes. Designs and implements positive changes to programme, taking account of lessons learned and sharing of ideas with department/programme colleagues. Changes are evidence- based, including consideration of relevant education scholarship (literature, talks attended). | Evidence of sustained and innovative contributions to education at the departmental/faculty level.For example,* Innovating on assessment strategy
* Innovating on how pastoral care is provided at departmental or faculty level
* Embedding the themes of the academic strategy across programmes
* Streamlining of quality assurance and approval processes

Across programmes or department, considers impact of teaching on student experience and outcomes. Designs and implements positive changes within and across programmes, taking account of lessons learned and sharing of ideas with Faculty colleagues.Changes are evidence-based, including consideration of relevant education scholarship (literature, talks attended). |
| Works collaboratively and in partnership with students to enhance the curriculum or student experience (e.g., through the Student Shapers programme). | Communicates experience and expertise on education matters to steer internal policy and to support external-facing strategies (e.g., TEF / accreditation). |
| Responsible for delivering items from action plans (e.g. NSS, PTES, PRES). | Participates in Annual Monitoring Review and implementation of action plans. |
| **Leadership and Management** | Contributes to management of teaching within the department.Might hold a departmental position in teaching e.g., Programme Coordinator, Year Coordinator or Senior Tutor. | Makes a significant contribution to leadership of teaching within the department or across programmes, with evidence of impact.Might hold a departmental leadership role in teaching or student experience.For example:* Deputy Director of Studies
* Programme Director for an MSc programme
* Overseeing examination procedures for the department
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|  |  | * Leading industrial liaison
* Overseeing departmental admissions and studentrecruitment
* Leading initiatives enhancing student welfare or tutoring
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| Is engaged in mentoring GTAs and staff to improve teaching within the relevant programme. | Actively contributes to initiatives and processes that spread good educational practices throughout their department / faculty. |
| Contributes to departmental learning and teaching strategy. | Actively mentors other learning and teaching staff to help them with their own career development. |
| **Professional Practice and Scholarship** | Demonstrates continuous improvement in their own modules over time.For example,* The application of scholarship in educational theory and best practice
* A commitment to maintaining state of the art discipline knowledge and skills
* Ensuring current connections to developments in commercial or policy arena, ensuring module develops knowledge and skills required for life after the degree
 | Shapes the provision of training and development for other staff. For example,* Identifying relevant courses
* Organising and facilitating teaching away days
* Connecting colleagues with alumni and employers, toensure relevance of modules and programmes
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| Actively participates in College level educational events. ‘Closes the loop’ by disseminating new knowledge to departmental colleagues. | Actively participates in relevant conferences and workshops both internally and nationally (e.g., presenting, facilitating breakout groups). ‘Closes the loop’ by disseminating new knowledge to internal colleagues. |