**Glossary:**

Programme covers all of the following: a) credit-bearing provision, b) non-credit bearing provision, c) provision for Imperial staff, d) provision for external clients.

Module covers any self-contained teaching activity that may occur within a programme as defined above.

Student includes a) all Imperial students, b) learners on programmes offered by the Institute for Extended Learning, c) Imperial staff, d) external clients.

Colleague covers a) colleagues in the same department, b) colleagues working in any other part of Imperial.

Teaching activity may be collaborative as well as individual, especially for staff working outside academic departments where they collaborate on the design, development, delivery, assessment and/or evaluation of taught courses and training for students as defined above.

For staff not working in academic departments, Faculty refers to other departments beyond their own.

|  |  |  |
| --- | --- | --- |
|  | **Principal Lecturer** | **Professor of Teaching** |
|  | The following role profile is additional to that of Principal Teaching Fellow. | The following role profile is additional to that of Principal Lecturer. |
| **Sphere of Influence** | Institutional:At this level, staff will have an emerging national/international reputation as lead contributor to education enhancement in area of expertise. They will be an active contributor to faculty education developments impacting the institution’s Learning and Teaching Strategy. | International:At this level, staff will be recognised internationally as a lead contributor to education enhancement in their area of expertise. They are an active contributor to university education developments. Their work would have an impact on Imperial’s reputation as a centre of excellence and influence how their subject is taught at peer institutions internationally. |
| **Contribution to Imperial’s Educational Mission****continued** | Recognised expert in educational best practice for their subject area, providing expert advice at faculty and institutional level.For example:* Be invited to give talks and seminars about their work at peer universities or conferences
* Builds connections between industry, policy, research, and practice to inform education development at faculty or institutional level
* Frequently present their work in notable conferences / journals
* Write a widely read blog or publish op-ed pieces in respected magazines / journals
 | Recognised expert in educational best practice for their subject area, providing expert advice at institutional, national and international levelFor example:* Be an invited speaker at international events
* Author a popular textbook (or externally available online course) in their discipline area
* Chair the education track at an international technical conference
* Chair a national working group
* Lead initiatives for education/student experience that becomes adopted externally
* Advise nationally/internationally on educational practice and strategy within STEMB
 |
| Sustained contribution to education strategy design and implementation at department or faculty level. | Makes a significant contribution to leadership in education within Imperial, e.g. having a significant impact on the design and management of the curriculum and programmes within Imperial. |
| Provides strategic leadership in curriculum design and innovation across a range of programmes and levels (for example they might lead the Curriculum Review process for part, or all, of their department’s teaching). | Provides strategic leadership and demonstrates significant impact on the design, implementation, and management of Imperial’s education strategy. |
|  | Leads initiatives that generate significant revenue for Imperial, e.g. launching a new MSc programme. |
|  | Makes an impact on Imperial’s reputation for excellence in education within the wider community. |
| **Innovation and Evaluation** | Evidence of sustained and innovative contributions to education at the institutional level.For example:* Development of interdisciplinary programmes with novel designs and partnerships
* Developing novel initiatives to embed research into education
* Developing initiatives for a more inclusive and accessible educational experience

Considers impact of teaching on student experience and outcomes at the institutional level and/or external. Taking an evidence-based approach to designing and implementing changes inresponse to educational scholarship and lessons learned, working with others in same area of expertise and/or across university to make improvements to institutional education practice. | Evidence of excellence in teaching delivery and/or innovative practice which has greatly enhanced and/or changed the nature of learning and teaching in the applicant’s field.For example:* Innovative educational initiatives with national/international influence
* Development of knowledge transfer programmes to advance innovative practice across the relevant discipline
* Initiating and leading impactful external collaborations (e.g., with industry partners)

Considers impact of teaching on student experience and outcomes at the national/international level. Applies continuous improvement in teaching, drawing on evidence- based techniques, contributes to the national/international community of practice for education in their discipline. |
| **Leadership and Management****continued** | Holds a senior leadership position within their department/faculty, for example Director of Studies. | Leads significant projects, demonstrating impact at the institutional level or beyond. |
| Collaborates on significant projects, demonstrating impact at departmental, faculty or institutional levels. | Takes a significant role in the recruitment of staff and managing their development and performance. |
| Contributes to staff recruitment, resource management and financial management to ensure delivery of high-quality education within budgetary constraints. | Works across institutions both nationally and internationally to foster strategic collaboration and innovation in education. |
| Facilitates impactful projects and initiatives to improve the student experience. |  |
| Holds a position of responsibility in faculty or institutional-level committees and working groups. |  |
| **Professional Practice and Scholarship** | Is engaged in national/international communities of practice, e.g., presenting at notable conferences. | Acts as an expert consultant in their discipline area. |
| Is recognised at a senior level by relevant professional bodies. | Might act as an adviser to government or chair national / cross- sector working groups. |
| Act as an external examiner for a programme at a peer institution, or curriculum reviewer/adviser for degree programmes at peer universities. | Strong track record of scholarly outputs including work related to education practice in their discipline. |
| Might develop and lead externally facing short courses or other programmes that generate income for Imperial or promote lifelong learning. | Secures substantial internal/external funding for teaching initiatives or scholarship. |
| Awarded commissions or grants for educational research, innovation, or evaluation or successfully bids for funding for targeted projects. |  |
| **Qualifications and Professional Recognition** | Master’s level qualification or equivalent in Education expected.Senior Fellowship (SFHEA) or similar required. | Master’s level qualification or above in Education expected, but evidence of external recognition or practice that demonstrates equivalent expertise in education will be considered.Senior Fellowship (SFHEA) required and willingness to work towards Principal Fellowship (PFHEA) or similar required. |