



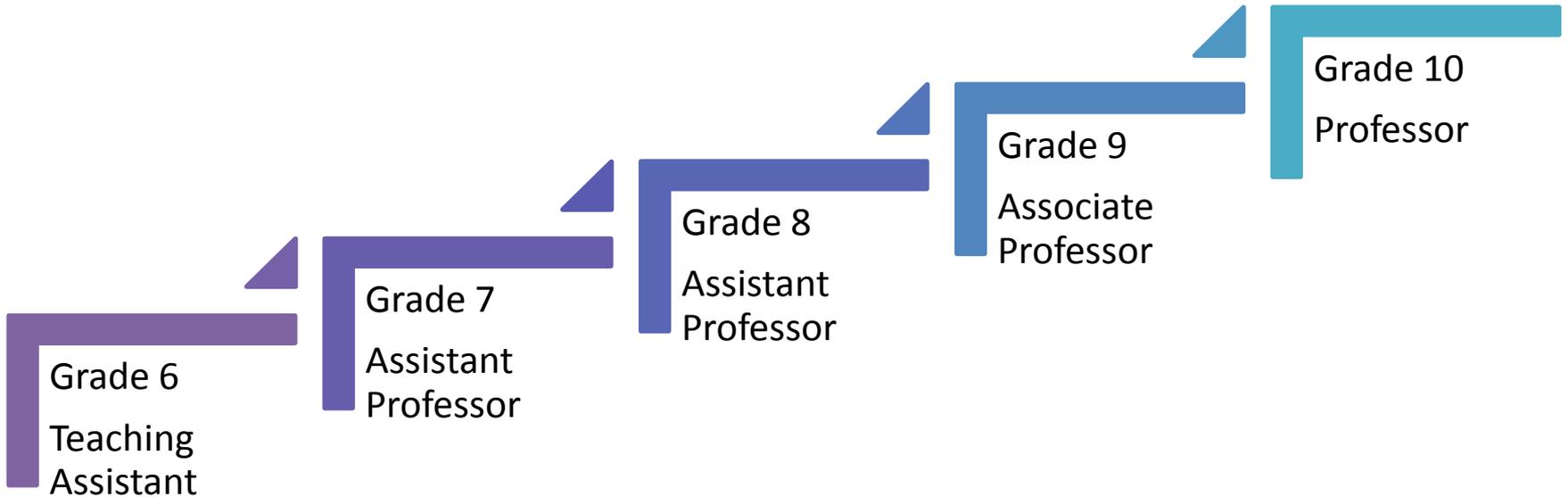
Advancing your academic career at Heriot-Watt

Teaching & Scholarship



Where's your role?

Teaching Dominant



What's expected at each grade?

As you progress through the grades you continue to build on your previous grade level descriptors.....

Teaching and learning support

Grade 6 Teaching Assistant

Grade 7 Assistant Professor

Grade 8 Assistant Professor

Grade 9 Associate Professor

Grade 10 Professor

- Teach as a member of a teaching team in a developing capacity within an established programme of study, with the assistance of a mentor if required.
- Teach in a developing capacity in a variety of settings from small group tutorials to large lectures.
- Transfer knowledge in the form of practical skills, methods and techniques.
- Identify learning needs of students and define appropriate learning objectives.
- Ensure that content, methods of delivery and learning materials will meet the defined learning objectives.
- Planning, and authoring (or revising) new course material as part of the School/Institute's teaching programmes.
- Develop the skills of applying appropriate approaches to teaching, Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.
- Supervise the work of students, provide advice on study skills and help them with learning problems.
- Select appropriate assessment methods, assess the work and progress of students on this basis and provide constructive feedback to students.

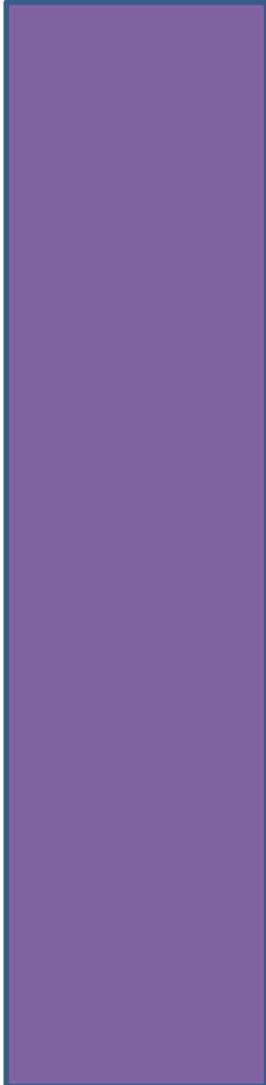
- Design teaching material and deliver either across a range of subjects or within a discipline area.
- Use appropriate teaching, learning support and assessment methods.
- Supervise student projects, field trips and, where appropriate, placements.
- Identify areas where current provision is in need of revision or improvement.
- Contribute to the planning, design and development of objectives and material.
- Select appropriate assessment methods, assess the work and progress of students on this basis and provide constructive feedback to students

- Design, develop and deliver a range of programmes of study (sometimes for entirely new courses) at various levels.
- Review on a regular basis course content and materials, updating when required.
- Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students.
- Ensure that course design and delivery comply with the quality standards and regulations of the university and School/Institute.

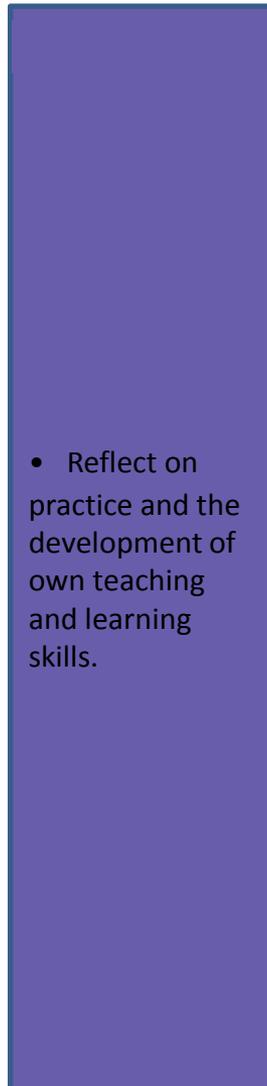
- Provide leadership in the planning, organisation and development of learning and teaching activities on a School/Institute or subject basis.
- Lead the development and clarification of academic standards for the subject area. Develop the quality assurance framework within the Institution's overall framework e.g. for the validation and revalidation of courses and student admission and assessment.
- Encourage the development of innovative approaches to course delivery and ensure that teaching delivery achieves the educational standards of the School/Institute.
- Develop and implement initiatives contributing to and deriving from the University's wider learning and teaching strategies

Research and scholarship

Grade 6 Teaching Assistant



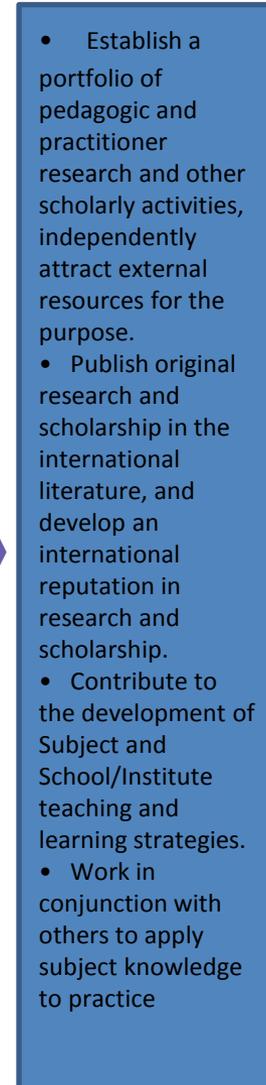
Grade 7 Assistant Professor



Grade 8 Assistant Professor



Grade 9 Associate Professor



Grade 10 Professor



Communication

**Grade 6
Teaching
Assistant**

**Grade 7
Assistant
Professor**

**Grade 8
Assistant
Professor**

**Grade 9
Associate
Professor**

**Grade 10
Professor**

- Deal with routine communication using a range of media.
- Communicate complex information, orally, in writing and electronically.
- Preparing proposals and applications to external bodies, eg for funding and accreditation purposes.
- Communicate material of a specialist or highly technical nature

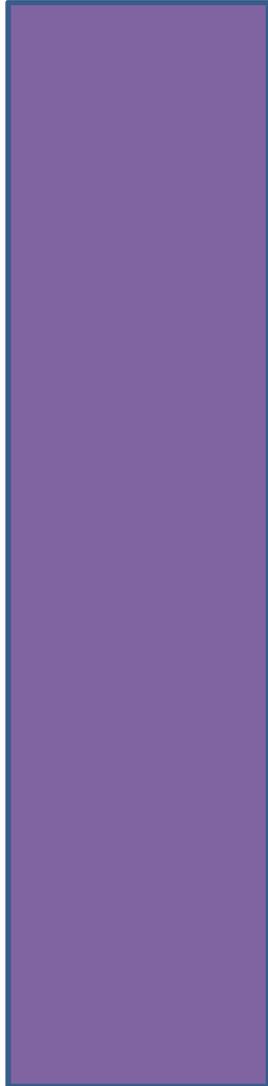
Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.

Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.

- Be routinely involved in complex and important negotiations internally and with external bodies.
- Contribute to the communication of the wider University strategy within the School/Institute.

Liaison and network

Grade 6 Teaching Assistant



Grade 7 Assistant Professor

- Liaise with colleagues and students.
- Participate on School/Institute committees; for example, teaching groups, recruitment groups, examination boards, etc.
- Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.
- Join external networks to share information and ideas.



Grade 8 Assistant Professor

- Participate and possibly take leadership role on School/Institute committees; for example, teaching groups, recruitment groups, examination boards, etc.
- Participate in and develop internal and external networks, for example to contribute to student recruitment, secure student placements, market the institution, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.
- Other external examples include: working with learned societies, professional institutions, editorial boards, organising committees of international conferences, funding organisations and government bodies.



Grade 9 Associate Professor

- Lead and develop internal networks, for example, by chairing School/Institute/University committees, recruitment groups, examination boards, or quality/process reviews.
- Lead and develop external networks. Examples might include: working with or as an external examiner; working with or as an assessor or reviewer; leading an industrial coordination group; being a member of a journal editorial board; participating in specialist groups within learned societies, professional institutions or government bodies; participating in organising committees of international conferences; etc.
- Develop links with external contacts, such as other educational bodies, employers, and professional bodies, so as to foster teaching and scholarship collaborations, to inform learning and teaching strategy development, and to ensure courses remain relevant and are preparing students for professional careers; or otherwise substantially enhance the reputation or performance of the School/Institute.
- Promote and market the work of the School/Institute in the subject area both nationally and internationally.



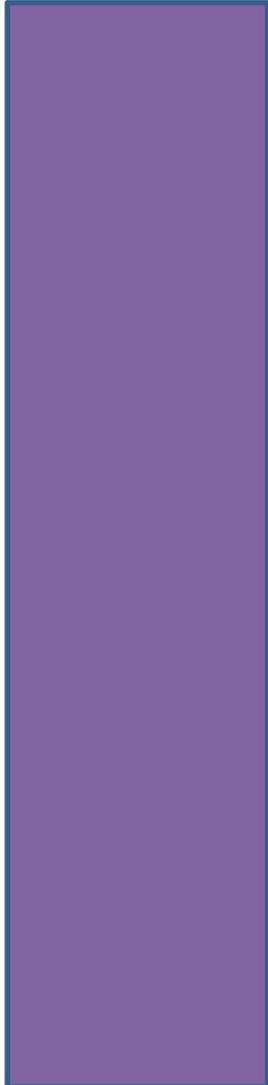
Grade 10 Professor

- Chair and participate on internal committees and participate in University decision making and governance.
- Take a leading role in senior external groups, e.g. committees in learned societies or professional institutions, editorial boards, organising committees of international conferences, funding organisations or government advisory groups.
- Lead and develop internal and external networks to foster collaboration and share information and ideas and to promote the subject and the University.
- Promote and market the work of the School/Institute in the subject area both nationally and internationally.

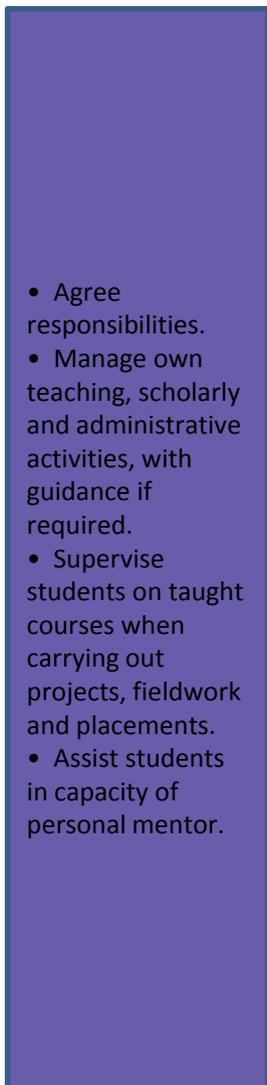


Managing people

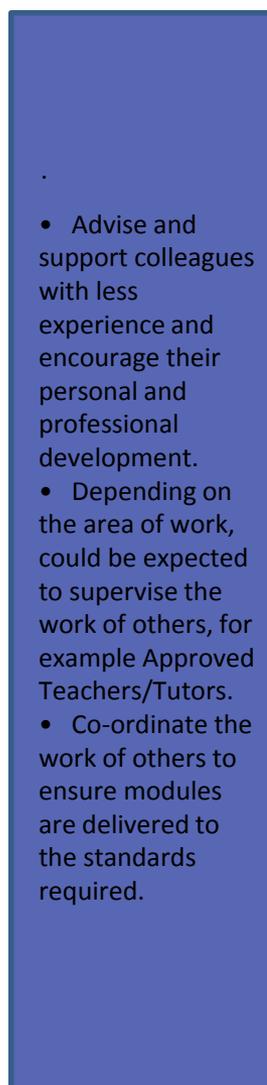
Grade 6 Teaching Assistant



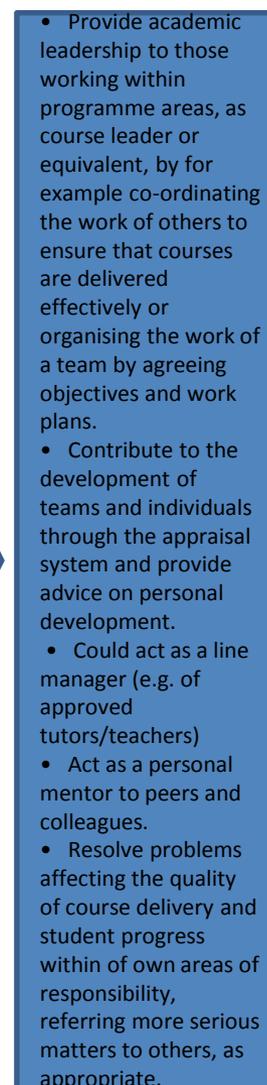
Grade 7 Assistant Professor



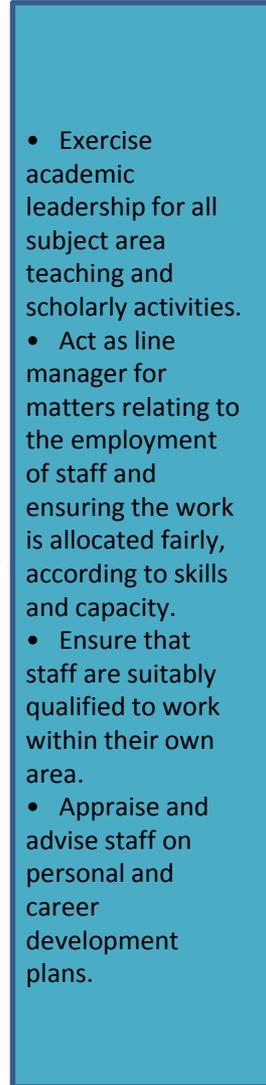
Grade 8 Assistant Professor



Grade 9 Associate Professor



Grade 10 Professor



Teamwork

Grade 6 Teaching Assistant

Grade 7 Assistant Professor

Grade 8 Assistant Professor

Grade 9 Associate Professor

Grade 10 Professor

- Collaborate with academic colleagues on course development and curriculum changes.
- Attend and contribute to subject group meetings.
- Collaborate with colleagues to identify and respond to students' needs.

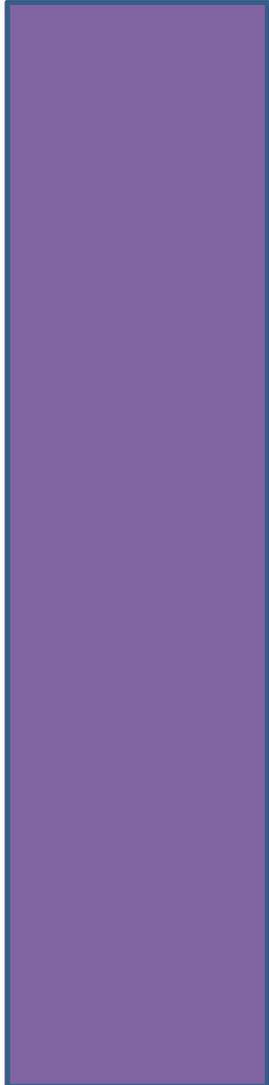
- Act as a responsible team member, leading where agreed, and develop productive working relationships with other members of staff.
- Could be required to take the lead in a local project.
- Collaborate with colleagues to identify and respond to students' needs.

- Lead teams within areas of responsibility. Ensure that teams within the School/Institute work together.
- Act to resolve conflicts within and between teams.

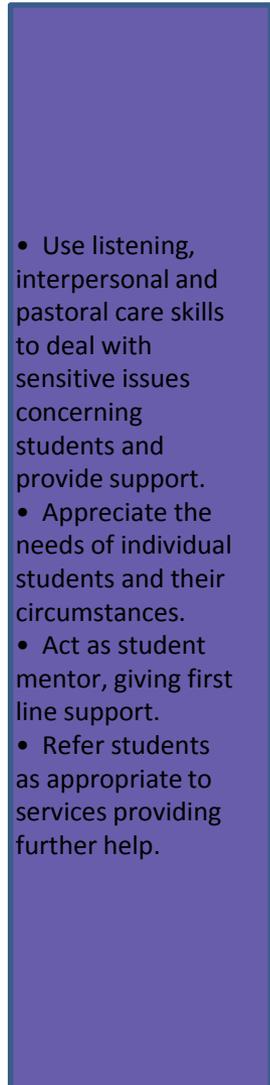
- Promote a collegiate approach and develop team spirit and team coherence.
- Foster inter-disciplinary team working.
- Develop and communicate a clear vision of the strategic direction of the School/Institute.

Pastoral care

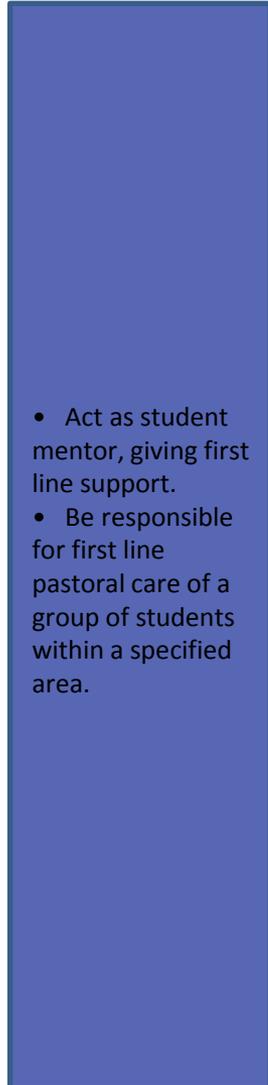
Grade 6 Teaching Assistant



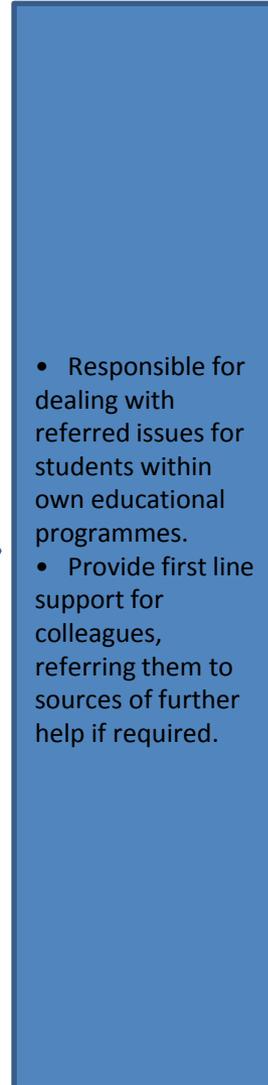
Grade 7 Assistant Professor



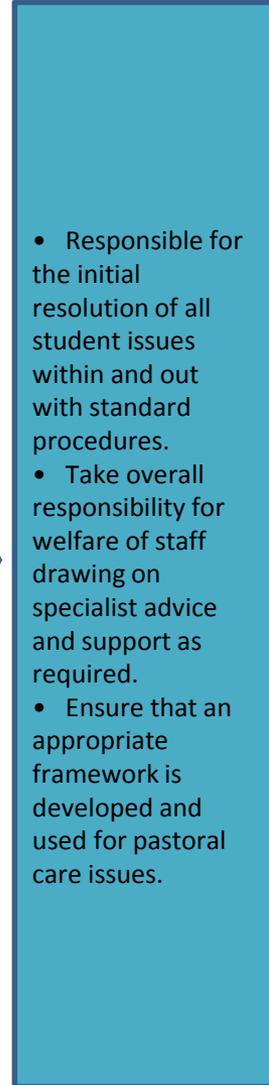
Grade 8 Assistant Professor



Grade 9 Associate Professor



Grade 10 Professor



Initiative, problem-solving and decision-making

Grade 6 Teaching Assistant

Grade 7 Assistant Professor

Grade 8 Assistant Professor

Grade 9 Associate Professor

Grade 10 Professor

- Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and scholarly activities.
- Respond to pedagogical and practical challenges.
- Share responsibility in deciding how to deliver modules and assess students.
- Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.

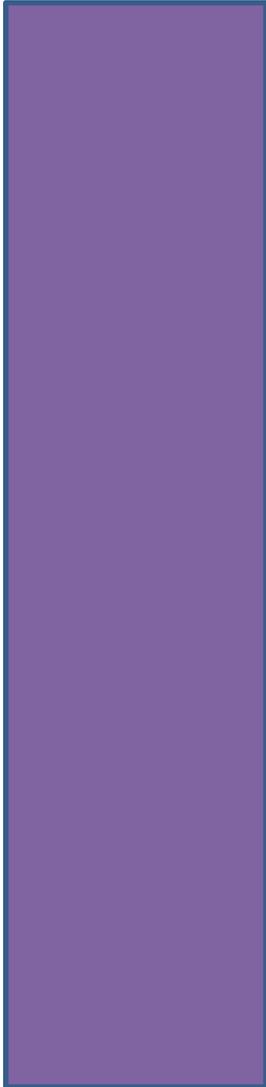
- Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved.
- Develop ideas for generating income and promoting the subject.
- Develop ideas and find ways of disseminating and applying the result of scholarship.
- Sole responsibility for the design and delivery of own modules and assessment methods.
- Collaborate with colleagues on the implementation of assessment procedures.
- Advise others on strategic issues such as student recruitment and marketing.
- Contribute to the accreditation of courses and quality control processes.
- Tackle issues affecting the quality of delivery within scope of own level of responsibility, referring more serious matters to others, as appropriate.

- Resolve problems affecting the delivery of courses within own educational programme and in accordance with regulations.
- Make decisions regarding the operational aspects of own educational programme.
- Contribute to decisions which have an impact on other related programmes.
- Monitor student progress and retention.
- Provide advice on strategic issues, such as ensuring the adequate balance of student recruitment and population, staff appointments, and student and other performance matters.
- Develop teaching and learning strategy consistent with institutional strategy.
- By own initiative, take responsibility for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas leading to demonstrable business benefit to the institution.

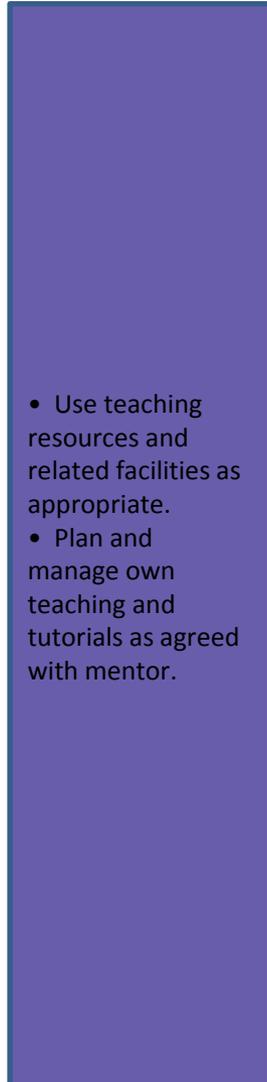
- Independently devise and implement major strategic initiatives leading to substantial and long term business benefits to the University.
- Determine academic standards within own areas of responsibility.
- Contribute to the determination of the academic standards framework across the Institution.
- Determine the final allocation of resources within own area of responsibility.
- Act as the final arbiter in local disputes. Be party to strategic decisions at Institutional level.
- Lead the development of new and creative approaches in responding to teaching and learning challenges.
- Initiate new and original solutions to problems.
- Provide advice to external bodies.

Planning and managing resources

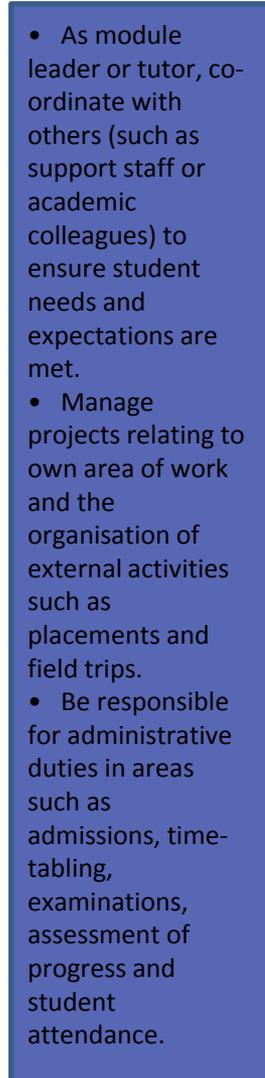
Grade 6 Teaching Assistant



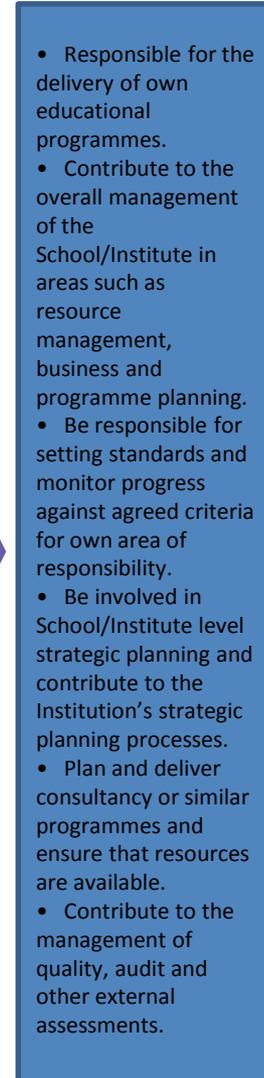
Grade 7 Assistant Professor



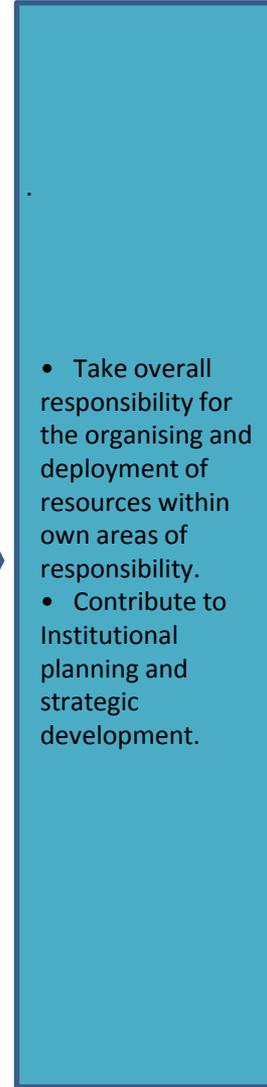
Grade 8 Assistant Professor



Grade 9 Associate Professor



Grade 10 Professor



Sensory, physical and emotional demands

**Grade 6
Teaching
Assistant**

**Grade 7
Assistant
Professor**

**Grade 8
Assistant
Professor**

**Grade 9
Associate
Professor**

**Grade 10
Professor**

- Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills.
- Balance with help the competing pressures of teaching scholarship and administrative demands and deadlines.

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Like all the elements, this builds on the demands in the profiles at lower levels. In this case, there is no additional demand.

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Work environment

**Grade 6
Teaching
Assistant**

**Grade 7
Assistant
Professor**

**Grade 8
Assistant
Professor**

**Grade 9
Associate
Professor**

**Grade 10
Professor**

Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.

When supervising students or other staff, conduct risk assessment and take responsibility for their health and safety on the basis of training received.

Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments, minimising hazards and maintaining safety standards for students and staff working in areas under their responsibility

- Take overall responsibility for health and safety in own areas of responsibility.
- Ensure that appropriate risk management processes are in operation.

Expertise

Grade 6 Teaching Assistant

Grade 7 Assistant Professor

Grade 8 Assistant Professor

Grade 9 Associate Professor

Grade 10 Professor

- Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes.
- Engage in continuous professional development.
- Able to engage the interest and enthusiasm of students and inspire them to learn.
- Develop familiarity with a variety of strategies to promote and assess learning.
- Understand equal opportunity issues as they may impact on academic content and issues relating to student need.

- Possess sufficient breadth or depth of specialist knowledge in the discipline to develop courses and subject streams and the provision of learning support.
- Use a range of delivery techniques to enthuse and engage students.

- Required to be an internationally recognised authority in the subject area.
- Examples of international recognition include: lecturing in overseas institutions, international teaching collaborations, publishing pedagogical papers in international journals, speaking at international conferences, invitations to present seminars abroad.
- In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.

- Be an internationally leading authority in the subject.
- For example: as an author of a widely used text-book or an internationally cited monograph or series of articles; as a frequent speaker at international conferences or seminars; as a frequent collaborator with overseas academics; or as specialist reviewer or consultant, used regularly by public, professional and overseas bodies.
- Possess in depth knowledge of specialism to enable the development of new knowledge, innovation and understanding in the field.
- Demonstrate a thorough understanding of institutional management systems and the wider higher education environment, including equal opportunities issues.