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.

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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 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 the 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 departmental level or more widely as someone who leads education enhancement within and across programmes. |
| **Contribution to Imperial's Educational Mission**  **continued** | 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 Imperial’s Educational Mission. |
| Demonstrates innovation in their teaching, e.g. innovative approaches to design, development, delivery, feedback, and assessment. | Has influence beyond their own teaching, resulting in improvements to educational quality in their department or more widely for students across multiple year groups or programmes. |
| Takes a departmental role (e.g. year coordinator, projects coordinator, outreach coordinator, admissions tutor or role relevant to non-credit bearing provision). | 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 e.g. across all year groups / programmes * Leading on the application of educational technology across the curriculum * Implementing policies to regulate student workload * Creating and leading a module in an area of strategic importance such as an iExplore STEMM module * Leading a team for the collaborative design, development and delivery of a new module or programme e.g. for the IEL or other non-credit bearing initiative |
| **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 individually or collaboratively, 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 level or more widely.  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 colleagues within and beyond the department.  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 learning experience (e.g. through the StudentShapers programme). | Communicates experience and expertise on education matters to steer internal policy and to support external-facing strategies (e.g. TEF / accreditation, lifelong learning). |
| Responsible for delivering items from action plans (e.g. NSS, PTES, PRES or other relevant survey). | Participates in Annual Monitoring Review as relevant to the department and implementation of action plans. |
| **Leadership and Management**  **continued** | Contributes to management of teaching within the department.  Might hold a departmental position in teaching e.g., Programme Coordinator, Year Coordinator or Senior Tutor or other position relevant to non-credit bearing provision. | 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 assessment procedures for the department * Leading industrial liaison * Overseeing departmental admissions and student recruitment * Leading initiatives enhancing student welfare or tutoring * Leading development projects that innovate, enhance and expand provision in collaboration with colleagues |
| Is engaged in mentoring colleagues and/or 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 / service area. |
| 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 practice 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, to ensure relevance of modules and programmes |
| Actively participates in institutional 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. |
| **Qualifications and Professional Recognition** | PGCert level qualification or equivalent in Education required Fellowship (FHEA) or similar teaching qualification required | PG Diploma level qualification or equivalent in Education expected Senior Fellowship (SFHEA) or similar teaching qualification required |