

**NATIONAL ROLE PROFILES: GRADE 6  
LEVEL 1 - TEACHING AND SCHOLARSHIP**

<b>1</b>	Learning and Teaching support	<ul style="list-style-type: none"> <li>• Provide support to colleagues engaged in the teaching process.</li> <li>• Carry out teaching within a clear and established programme, with assistance and support.</li> <li>• Develop own teaching materials, with assistance and support.</li> <li>• Set and mark assignments.</li> <li>• Contribute to the development of examination questions.</li> <li>• Assess student progress and provide feedback.</li> </ul>
<b>2</b>	Research and scholarship	<ul style="list-style-type: none"> <li>• Reflect on practice and the development of own learning and teaching skills.</li> </ul>
<b>3</b>	Communication	<ul style="list-style-type: none"> <li>• Deal with routine communication using a standard media.</li> <li>• Communicate information and ideas to students.</li> <li>• Write hand outs and other basic learning support materials.</li> </ul>
<b>4</b>	Liaison and networking	<ul style="list-style-type: none"> <li>• Liaise with colleagues and students.</li> <li>• Join appropriate internal networks.</li> </ul>
<b>5</b>	Managing people	<ul style="list-style-type: none"> <li>• Manage, with guidance, own teaching activities.</li> </ul>
<b>6</b>	Teamwork	<ul style="list-style-type: none"> <li>• Actively participate as a member of a teaching team.</li> <li>• Attend and contribute to relevant meetings.</li> </ul>
<b>7</b>	Pastoral care	<ul style="list-style-type: none"> <li>• Show consideration to others.</li> </ul>
<b>8</b>	Initiative problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Deal with problems which may affect the delivery of own teaching.</li> <li>• Contribute to decisions affecting the work of the team.</li> </ul>
<b>9</b>	Planning and managing resources	<ul style="list-style-type: none"> <li>• Plan own day-to-day activity within the framework of the agreed programme.</li> <li>• Co-ordinate own work with that of others to avoid conflict or duplication of effort.</li> <li>• Contribute to the planning of teaching programmes.</li> </ul>
<b>10</b>	Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• Sensory and physical demands may vary from relatively light to a high level depending on the discipline and the type of work carried out.</li> </ul>
<b>11</b>	Work environment	<ul style="list-style-type: none"> <li>• Is required to be aware of the risks in the work environment.</li> </ul>
<b>12</b>	Expertise	<ul style="list-style-type: none"> <li>• Possess sufficient breadth of depth of specialist knowledge in the discipline and be developing further skills in and knowledge of teaching methods and techniques.</li> </ul>

NB THIS PROFILE ONLY AGREED AS APPLICABLE FOR PRE-92 HEIs

**NATIONAL ROLE PROFILES: GRADE 6 [Level 1]  
RESEARCH ASSISTANT – RA1B**

<b>1</b>	Learning and Teaching support	<ul style="list-style-type: none"> <li>• Assistant in the supervision of student projects.</li> <li>• Could be expected to contribute to introductory courses for example on the use of research methods and equipment</li> </ul>
<b>2</b>	Research and scholarship	<ul style="list-style-type: none"> <li>• Undertake basic research for example by preparing, setting up, conducting and recoding the outcome of experiments and field work, the development of questionnaires and conducting surveys.</li> <li>• Conduct literature and database searches.</li> <li>• Continue to update knowledge and develop skills</li> </ul>
<b>3</b>	Communication	<ul style="list-style-type: none"> <li>• Write up results of own research.</li> <li>• Contribute to the production of research reports and publications.</li> <li>• Present information on research progress and outcomes to bodies supervising research, e.g. steering groups.</li> <li>• Prepare papers for steering groups and other bodies.</li> </ul>
<b>4</b>	Liaison and networking	<ul style="list-style-type: none"> <li>• Liaise with research colleagues and support staff on routine matters.</li> <li>• Make internal and external contacts to develop knowledge and understanding and form relationships for future collaboration.</li> </ul>
<b>5</b>	Managing people	<ul style="list-style-type: none"> <li>• Provide guidance as required to support staff and any students who may be assisting with the research.</li> </ul>
<b>6</b>	Teamwork	<ul style="list-style-type: none"> <li>• Actively participate as a member of a research team.</li> <li>• Attend and contribute to relevant meetings.</li> </ul>
<b>7</b>	Pastoral care	<ul style="list-style-type: none"> <li>• Show consideration to others.</li> </ul>
<b>8</b>	Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Make use of standard research techniques and methods.</li> <li>• Deal with problems which may affect the achievement of research objectives and deadlines.</li> <li>• Contribute to decisions affecting the work of the team.</li> <li>• Analyse and interpret the results of own research and generate original ideas based on outcomes.</li> </ul>
<b>9</b>	Planning and managing resources	<ul style="list-style-type: none"> <li>• Plan own day-to-day research activity within the framework of the agreed programme.</li> <li>• Co-ordinate own work with that of others to avoid conflict or duplication of effort.</li> <li>• Contribute to the planning of research projects.</li> </ul>
<b>10</b>	Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work.</li> <li>• Carry out tasks that require the learning of certain skills.</li> </ul>
<b>11</b>	Work environment	<ul style="list-style-type: none"> <li>• Is required to be aware of the risks in the work environment.</li> </ul>
<b>12</b>	Expertise	<ul style="list-style-type: none"> <li>• Possess sufficient breadth or depth of specialist knowledge in the discipline and be developing further skills in and knowledge of research methods and techniques.</li> </ul>

**NATIONAL ROLE PROFILES: GRADE 7  
LECTURER A - TEACHING AND RESEARCH**

*Level 2 - building on the level of demand in Level 1 (Grade 6)*

1	Learning and Teaching support	<ul style="list-style-type: none"> <li>• 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</li> <li>• Teach in a developing capacity in a variety of settings from small group tutorials to large lectures.</li> <li>• Transfer knowledge in the form of practical skills, methods and techniques</li> <li>• Identify learning needs of students and define appropriate learning objectives</li> <li>• Ensure that content, methods of delivery and learning materials will meet the defined learning objectives.</li> <li>• Develop own teaching materials, methods and approaches with guidance.</li> <li>• Develop the skills of applying appropriate approaches to teaching.</li> <li>• Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.</li> <li>• Supervise the work of students, provide advice of study skills and help them with learning problems.</li> <li>• Select appropriate assessment instruments and criteria, assess the work and progress of students of reference to the criteria and provide constructive feedback to students.</li> <li>• Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.</li> </ul>
2	Research and scholarship	<ul style="list-style-type: none"> <li>• Develop research objectives and proposals for own or joint research, with the assistance of a mentor if required.</li> <li>• Conduct individual and collaborative research projects.</li> <li>• Write up research work for publication.</li> <li>• Continually update knowledge and understanding in field or specialism.</li> <li>• Translate knowledge of advances in the subject areas into the course of study</li> </ul>
3	Communication	<ul style="list-style-type: none"> <li>• Deal with routine communication using a range of media.</li> <li>• Communicate complex information, orally, in writing and electronically.</li> <li>• Preparing proposals and applicants to external bodies, e.g. for funding and accreditation purposes.</li> <li>• Communicate material of a specialist or highly technical nature.</li> </ul>
4	Liaison and networking	<ul style="list-style-type: none"> <li>• Liaise with colleagues and students.</li> <li>• Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.</li> <li>• Join external networks to share information ideas.</li> </ul>
5	Managing people	<ul style="list-style-type: none"> <li>• Agree responsibilities.</li> <li>• Manage own teaching, research and administrative activities, with guidance if required.</li> <li>• Could be expected to oversee postgraduate students.</li> <li>• Act as a mentor for students in capacity of personal tutor.</li> </ul>

## Appendix C1

6	Teamwork	<ul style="list-style-type: none"> <li>• Collaborate with academic colleagues on course development, curriculum changes and the development of research activity.</li> <li>• Attend and contribute to subject group meetings.</li> <li>• Collaborate with colleagues to identify and respond to students' needs</li> </ul>
7	Pastoral care	<ul style="list-style-type: none"> <li>• Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.</li> <li>• Appreciate the needs of individual students and their circumstances.</li> <li>• Act as personal tutor, giving first line support.</li> <li>• Refer students as appropriate to services providing further help.</li> </ul>
8	Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Develop initiative, creativity and judgement in applying appropriate approaches to learning and teaching support and research activities.</li> <li>• Respond to pedagogical and practical challenges.</li> <li>• Share responsibility in deciding how to deliver modules and assess students.</li> <li>• Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.</li> </ul>
9	Planning and managing resources	<ul style="list-style-type: none"> <li>• Use teaching and research resources, laboratories and workshops as appropriate.</li> <li>• Plan and manage own teaching and tutorials as agreed with mentor.</li> </ul>
10	Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Balance with help the competing pressures of teaching, scholarship, research and administrative demands and deadlines.</li> </ul>
11	Work environment	<ul style="list-style-type: none"> <li>• Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.</li> </ul>
12	Expertise	<ul style="list-style-type: none"> <li>• Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching and research programmes.</li> <li>• Engage in continuous professional development.</li> <li>• Able to engage the interest and enthusiasm of students and inspire them to learn.</li> <li>• Develop familiarity with a variety of strategies to promote and assess learning</li> <li>• Understand equal opportunity academic content and issues relating to student need.</li> </ul>

**NATIONAL ROLE PROFILES: GRADE 7  
LECTURER A - TEACHING AND SCHOLARSHIP**

*Level 2 - building on the level of demand in Level 1 (Grade 6)*

<b>1</b>	Teaching and learning support	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Teach in a developing capacity in a variety of settings from small group tutorials to large lectures.</li> <li>• Transfer knowledge in the form of practical skills, methods and techniques.</li> <li>• Identify learning needs of students and define appropriate learning objectives.</li> <li>• Ensure that content, methods of delivery and learning materials will meet the defined learning objectives.</li> <li>• Develop own teaching materials, methods and approaches with guidance.</li> <li>• Develop the skills of applying appropriate approaches to teaching.</li> <li>• Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.</li> <li>• Supervise the work of students, provide advice on study skills and help them with learning problems.</li> <li>• Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students.</li> <li>• Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.</li> </ul>
<b>2</b>	Research and scholarship	<ul style="list-style-type: none"> <li>• Reflect on practice and the development of own learning and teaching skills.</li> </ul>
<b>3</b>	Communication	<ul style="list-style-type: none"> <li>• Deal with routine communication using a range of media.</li> <li>• Communicate complex information, orally, in writing and electronically.</li> <li>• Preparing proposals and applications to external bodies, e.g. for funding and accreditation purposes.</li> <li>• Communicate material of a specialist or highly technical nature.</li> </ul>
<b>4</b>	Liaison and networking	<ul style="list-style-type: none"> <li>• Liaise with colleagues and students.</li> <li>• Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration</li> <li>• Join external networks to share information and ideas.</li> </ul>
<b>5</b>	Managing people	<ul style="list-style-type: none"> <li>• Agree responsibilities.</li> <li>• Manage own teaching, scholarly and administrative activities, with guidance if required.</li> <li>• Could be expected to supervise student's projects, fieldwork and placements.</li> <li>• Act as a mentor for students in capacity of personal tutor.</li> </ul>
<b>6</b>	Teamwork	<ul style="list-style-type: none"> <li>• Collaborate with academic colleagues on course development and curriculum changes.</li> <li>• Attend and contribute to subject group meetings.</li> <li>• Collaborate with colleagues to identify and respond to students' needs.</li> </ul>
<b>7</b>	Pastoral care	<ul style="list-style-type: none"> <li>• Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.</li> <li>• Appreciate the needs of individual students and their circumstances.</li> <li>• Act as personal tutor, giving first line support.</li> <li>• Refer students as appropriate to services providing further help.</li> </ul>

## Appendix C2

8	Initiative, problem-solving and decision-making	<ul style="list-style-type: none"><li>• Develop initiative, creativity and judgement in applying appropriate approaches to Learning and Teaching support and scholarly activities.</li><li>• Respond to pedagogical and practical challenges.</li><li>• Share responsibility in deciding how to deliver modules and assess students.</li><li>• Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.</li></ul>
9	Planning and managing resources	<ul style="list-style-type: none"><li>• Use teaching resources and facilities as appropriate.</li><li>• Plan and manage own teaching and tutorials as agreed with mentor.</li></ul>
10	Sensory, physical and emotional demands	<ul style="list-style-type: none"><li>• 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.</li><li>• Balance with help the competing pressures of teaching scholarship and administrative demands and deadlines.</li></ul>
11	Work environment	<ul style="list-style-type: none"><li>• Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.</li></ul>
12	Expertise	<ul style="list-style-type: none"><li>• Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes.</li><li>• Engage in continuous professional development.</li><li>• Able to engage the interest and enthusiasm of students and inspire them to learn.</li><li>• Develop familiarity within a variety of strategies to promote and assess learning.</li><li>• Understand equal opportunity issues as they may impact on academic content and issues relating to student need.</li></ul>

**NATIONAL ROLE PROFILES: GRADE 7  
RESEARCH OFFICER – RA1A**

*Level 2 - building on the level of demand in Research Assistant RA1B [Grade 6, Level 1]*

<b>1</b>	Learning and Teaching support	<ul style="list-style-type: none"> <li>• Be involved in the assessment of student knowledge and supervision of projects</li> <li>• Assist in the development of student research skills.</li> </ul>
<b>2</b>	Research and scholarship	<ul style="list-style-type: none"> <li>• Develop research objectives and proposals for own or joint research, with the assistance of a mentor if required.</li> <li>• Conduct individual and collaborative research projects.</li> <li>• Write up research work for publication.</li> <li>• Continually update knowledge and understanding in field or specialism.</li> <li>• Translate knowledge of advances in the subject area into research activity.</li> </ul>
<b>3</b>	Communication	<ul style="list-style-type: none"> <li>• Deal with routine communication using a range of media.</li> <li>• Communicate complex information, orally, in writing and electronically.</li> <li>• Preparing proposals and applications to external bodies, e.g. for funding and contractual purposes.</li> <li>• Communicate material of a specialist or highly technical nature.</li> </ul>
<b>4</b>	Liaison and networking	<ul style="list-style-type: none"> <li>• Liaise with colleagues and students.</li> <li>• Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.</li> <li>• Join external networks to share information and identify potential sources of funds</li> </ul>
<b>5</b>	Managing people	<ul style="list-style-type: none"> <li>• Manage own research and administrative activities, with guidance if required</li> </ul>
<b>6</b>	Teamwork	<ul style="list-style-type: none"> <li>• Work with colleagues on joint projects, as required.</li> <li>• Collaborate with academic colleagues on areas of shared research interest.</li> <li>• Attend and contribute to relevant meetings.</li> </ul>
<b>7</b>	Pastoral care	<ul style="list-style-type: none"> <li>• Show consideration to others.</li> </ul>
<b>8</b>	Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Use new research techniques and methods.</li> <li>• Use initiative and creativity to identify areas for research, develop new research methods and extend the research portfolio.</li> <li>• Use creativity to analyse and interpret research data and draw conclusions on the outcomes.</li> <li>• Contribute to collaborative decision making with colleagues in areas of research.</li> </ul>
<b>9</b>	Planning and managing resources	<ul style="list-style-type: none"> <li>• Use research resources, laboratories and workshops as appropriate.</li> <li>• Plan and manage own research activity in collaboration with others.</li> </ul>
<b>10</b>	Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work.</li> <li>• Carry out tasks that require the learning of certain skills.</li> <li>• Balance with help the competing pressures of research and administrative demands and deadlines.</li> </ul>
<b>11</b>	Work environment	<ul style="list-style-type: none"> <li>• Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.</li> </ul>
<b>12</b>	Expertise	<ul style="list-style-type: none"> <li>• Possess sufficient breadth or depth of specialist knowledge in the discipline and of research methods and techniques to work within established research programmes</li> <li>• Engage in continuous professional development</li> <li>• Understand equal opportunity issues as they may impact on areas of research content</li> </ul>

**NATIONAL ROLE PROFILES: GRADE 8  
LECTURER B: TEACHING AND RESEARCH**

*Level 3: building on the level of demand in Lecturer A [Level 2]*

<b>1</b>	Learning and Teaching support	<ul style="list-style-type: none"> <li>• Design teaching material and deliver either across a range of modules or within a subject area</li> <li>• Use appropriate teaching, learning support and assessment methods</li> <li>• Supervise student projects, field trips and, where appropriate, placements</li> <li>• Identify areas where current provision is in need of revision or improvement</li> <li>• Contribute to the planning, design and development of objectives and material</li> <li>• Set, mark and assess work and examinations and provide feedback to students</li> </ul>
<b>2</b>	Research and scholarship	<ul style="list-style-type: none"> <li>• Develop research objectives, projects and proposals.</li> <li>• Conduct individual or collaborative research projects.</li> <li>• Identify sources of funding and contribute to the process of securing funds.</li> <li>• Extend, transform and apply knowledge acquired from scholarship to teaching, research and appropriate external activities.</li> <li>• Write or contribute to publications or disseminate research findings using other appropriate media.</li> <li>• Make presentations at conferences or exhibit work in other appropriate events.</li> </ul>
<b>3</b>	Communication	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>4</b>	Liaison and networking	<ul style="list-style-type: none"> <li>• Participate in and develop external networks, for example to identify sources of funding, contribute to student recruitment, secure student placements, market the institution, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.</li> </ul>
<b>5</b>	Managing people	<ul style="list-style-type: none"> <li>• Advise and support colleagues with less experience and advise on personal development</li> <li>• Depending on the area of work could be expected to supervise the work of others, for example in research teams or projects or as PhD supervisor.</li> </ul>
<b>6</b>	Teamwork	<ul style="list-style-type: none"> <li>• Act as a responsible team member and develop productive working relationships with other members of staff.</li> <li>• Could be required to take the lead in a local project</li> <li>• Collaborate with colleagues to identify and respond to students' needs.</li> </ul>
<b>7</b>	Pastoral care	<ul style="list-style-type: none"> <li>• Could be expected to act as a module tutor.</li> <li>• Be responsible for the pastoral care of students within a specified area.</li> </ul>

## Appendix D1

8	Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved.</li> <li>• Develop ideas for generating income and promoting the subject.</li> <li>• Develop ideas and find ways of disseminating and applying the result of research and scholarship.</li> <li>• Sole responsibility for the design and delivery of own modules and assessment methods</li> <li>• Collaborate with colleagues on the implementation of assessment procedures.</li> <li>• Advise others on strategic issues such as student recruitment and marketing</li> <li>• Contribute to the accreditation of courses and quality control processes.</li> </ul>
9	Planning and managing resources	<ul style="list-style-type: none"> <li>• As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met.</li> <li>• Manage projects relating to own area or work.</li> </ul>
10	Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• Balance the pressures of teaching, research and administrative demands and competing deadlines.</li> </ul>
11	Work environment	<ul style="list-style-type: none"> <li>• Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others</li> </ul>
12	Expertise	<ul style="list-style-type: none"> <li>• Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching and research programmes.</li> <li>• Use a range of delivery techniques to enthuse and engage students.</li> </ul>

**NATIONAL ROLE PROFILES: GRADE 8  
LECTURER B: TEACHING AND SCHOLARSHIP**

*Level 3 - building on the level of demand in Lecturer A*

<b>1</b>	Learning and Teaching support	<ul style="list-style-type: none"> <li>• Design teaching material and deliver either across a range of modules or within a subject area.</li> <li>• Use appropriate teaching, learning support and assessment methods.</li> <li>• Supervise student projects, field trips and, where appropriate, placements.</li> <li>• Identify areas where current provision is in need of revision or improvement.</li> <li>• Contribute to the planning, design and development of objectives and material</li> <li>• Set, mark and assess work and examinations and provide feedback to students.</li> </ul>
<b>2</b>	Research and scholarship	<ul style="list-style-type: none"> <li>• Engage in subject, professional and pedagogy research as required to support teaching activities.</li> <li>• Conduct individual or collaborative scholarly projects.</li> <li>• Identify sources of funding and contribute to the process of securing funds for own scholarly activities, where appropriate.</li> <li>• Extend, transform and apply knowledge acquired from scholarship to teaching and appropriate external activities</li> <li>• Develop and produce learning materials and disseminate the results of scholarly activity.</li> </ul>
<b>3</b>	Communication	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>4</b>	Liaison and networking	<ul style="list-style-type: none"> <li>• Participate in and develop external networks, for example to contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.</li> </ul>
<b>5</b>	Managing people	<ul style="list-style-type: none"> <li>• Mentor colleagues with less experience and advise on personal development.</li> <li>• Depending on the area of work, could be expected to supervise the work of others.</li> <li>• Co-ordinate the work of others to ensure modules are delivered to the standards required.</li> </ul>
<b>6</b>	Teamwork	<ul style="list-style-type: none"> <li>• Act as a responsible team member, leading where agreed, and develop productive working relationships with other members of staff.</li> <li>• Co-ordinate the work of colleagues to identify and respond to students' needs.</li> </ul>
<b>7</b>	Pastoral care	<ul style="list-style-type: none"> <li>• Act as a module tutor.</li> <li>• Be responsible for the pastoral care of students within a specified area.</li> </ul>
<b>8</b>	Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Identify the need for developing the content of structure of modules with colleagues and make proposals on how this should be achieved.</li> <li>• Develop ideas for generating income and promoting the subject.</li> <li>• Develop ideas and find ways of disseminating and applying the result of scholarship.</li> <li>• Sole responsibility for the design and delivery of own modules and assessment methods.</li> <li>• Collaborate with colleagues on the implementation of assessment procedures.</li> <li>• Advise others on strategic issues such as student recruitment and marketing.</li> <li>• Contribute to the accreditation of courses and quality control processes.</li> <li>• Tackle issues affecting the quality of delivery within scope of own level of responsibility, referring more serious matters to other, as appropriate.</li> </ul>

## Appendix D2

<b>9</b>	Planning and managing resources	<ul style="list-style-type: none"><li>• As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met.</li><li>• Manage projects relating to own area of work and the organisation of external activities such as placements and field trips</li><li>• Be responsible for administrative duties in areas such as admissions, time-tabling, examinations, assessment of progress and student attendance.</li></ul>
<b>10</b>	Sensory, physical and emotional demands	<ul style="list-style-type: none"><li>• Balance the pressures of teaching and administrative demands and competing deadlines.</li></ul>
<b>11</b>	Work environment	<ul style="list-style-type: none"><li>• Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.</li></ul>
<b>12</b>	Expertise	<ul style="list-style-type: none"><li>• Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching programmes and the provision of learning support.</li><li>• Use a range of delivery techniques to enthuse and engage students.</li></ul>

**NATIONAL ROLE PROFILES: GRADE 8  
RESEARCH FELLOW RA2**

*Level 3 - building on the level of demand in Research Officer RA1A [Grade 7, Level 2]*

<b>1</b>	Learning and Teaching support	<ul style="list-style-type: none"> <li>• Contribute to the Learning and Teaching programmes in the department.</li> <li>• Supervise postgraduate research students.</li> </ul>
<b>2</b>	Research and scholarship	<ul style="list-style-type: none"> <li>• Develop research objectives, projects and proposals.</li> <li>• Conduct individual or collaborative research projects.</li> <li>• Identify sources of funding and contribute to the process of securing funds.</li> <li>• Extend, transform and apply knowledge acquired from scholarship to research and appropriate external activities.</li> <li>• Write or contribute to publications or disseminate research findings using other appropriate media.</li> <li>• Make presentations at conferences or exhibit work in other appropriate events.</li> </ul>
<b>3</b>	Communication	<ul style="list-style-type: none"> <li>• Routinely communicate complex and conceptual idea to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.</li> </ul>
<b>4</b>	Liaison and networking	<ul style="list-style-type: none"> <li>• Collaborate actively within and without the Institution to compete research projects and advance thinking.</li> <li>• Participate in and develop external networks, for example to identify sources of funding, generate income, obtain consultancy projects, or build relationships for future activities.</li> </ul>
<b>5</b>	Managing people	<ul style="list-style-type: none"> <li>• Mentor colleagues with less experience and advise on personal development.</li> <li>• Coach and support colleagues in developing their research techniques.</li> <li>• Depending on the area of work could be expected to supervise the work of others, for example in research teams or projects.</li> </ul>
<b>6</b>	Teamwork	<ul style="list-style-type: none"> <li>• Take lead responsibility for a small research project or identified parts of a large project.</li> <li>• Develop productive working relationships with other members of staff.</li> <li>• Co-ordinate the work of colleagues to ensure equitable access to resources and facilities.</li> </ul>
<b>7</b>	Pastoral care	<ul style="list-style-type: none"> <li>• Deal with standard problems and help colleagues resolves their concerns about progress in research.</li> </ul>
<b>8</b>	Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Assess, interpret and evaluate outcomes of research.</li> <li>• Develop new concepts and ideas to extend intellectual understanding.</li> <li>• Resolve problems of meeting research objectives and deadlines.</li> <li>• Develop ideas for generating income and promoting research area.</li> <li>• Develop ideas for application of research outcomes.</li> <li>• Decide on research programmes and methodologies, often in collaboration with colleagues and sometimes subject to the approval of the head of the research programme on fundamental issues.</li> </ul>
<b>9</b>	Planning and managing resources	<ul style="list-style-type: none"> <li>• Plan, co-ordinate and implement research programmes.</li> <li>• Manage the use of research resources and ensure that effective use is made of them.</li> <li>• Manage or monitor research budgets.</li> <li>• Help to plan and implement commercial and consultancy activities.</li> <li>• Plan and manage own consultancy assignments.</li> </ul>

### Appendix D3

10	Sensory, physical and emotional demands	<ul style="list-style-type: none"><li>• Balance the pressures of research and administrative demands and competing deadlines.</li></ul>
11	Work environment	<ul style="list-style-type: none"><li>• Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.</li></ul>
12	Expertise	<ul style="list-style-type: none"><li>• Possess sufficient breadth or depth of specialist knowledge in the discipline to develop research programmes and methodologies.</li><li>• Use a range of delivery techniques to enthuse and engage students.</li></ul>

**NATIONAL ROLE PROFILES: GRADE 9  
SENIOR LECTURER: TEACHING AND RESEARCH**

*Level 4 - building on the level of demand in Lecturer B [Grade 8, Level 3]*

<b>1</b>	Learning and Teaching support	<ul style="list-style-type: none"> <li>• Design, develop and deliver a range of programmes of study (sometimes for entirely new courses) at various levels.</li> <li>• Review on a regular basis course content and materials updating when required.</li> <li>• Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students.</li> <li>• Ensure that course design and delivery comply with the quality standards and regulations of the university and department.</li> </ul>
<b>2</b>	Research and scholarship	<ul style="list-style-type: none"> <li>• Determine relevant research objectives and prepare research proposals.</li> <li>• Contribute to the development of research strategies.</li> <li>• Carry out independent research and act as principal investigator and project leader.</li> <li>• Act as a referee and contribute peer assessment.</li> <li>• Make presentations or exhibitions at national or international conferences and other similar events.</li> </ul>
<b>3</b>	Communication	<ul style="list-style-type: none"> <li>• Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.</li> </ul>
<b>4</b>	Liaison and networking	<ul style="list-style-type: none"> <li>• Lead and develop internal networks for example by chairing and participating in institutional committee.</li> <li>• Lead and develop external networks for example with external examiners and assessors.</li> <li>• Develop link with external contracts such as other educational bodies, employers, and professional bodies to foster collaboration.</li> </ul>
<b>5</b>	Managing people	<ul style="list-style-type: none"> <li>• Provide academic leadership to those working, within programme areas, as course leader or equivalent, by for example co-ordinating the work of others to ensure that courses are delivered effectively or organising the work of a term by agreeing objectives and work plans.</li> <li>• Contributing to the development of teams and individuals through the appraisal system and providing advice on personal development.</li> <li>• Could act as a line manager (e.g. of research teams)*</li> <li>• Act as a personal mentor to peers and colleagues.</li> </ul>
<b>6</b>	Teamwork	<ul style="list-style-type: none"> <li>• Lead teams within areas of responsibility.</li> <li>• Ensure that teams within the department work together.</li> <li>• Act to resolve conflicts within and between teams.</li> </ul>
<b>7</b>	Pastoral care	<ul style="list-style-type: none"> <li>• Responsible for dealing with referred issues for students within own educational programmes.</li> <li>• Provide first line support for colleagues, referring them to sources of further help if required.</li> </ul>
<b>8</b>	Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Resolve problems affecting the delivery of courses within own educational programme and in accordance with regulations.</li> <li>• Make decisions regarding the operational aspects of own educational programme.</li> <li>• Contribute to decisions which have an impact on other related programmes.</li> <li>• Provide advice on strategic issues such as the balance of student recruitment, staff appointments and student and other performance matters.</li> <li>• Spotting opportunities for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas.</li> </ul>

## Appendix E1

<b>9</b>	Planning and managing resources	<ul style="list-style-type: none"><li>• Responsible for the delivery of own educational programmes.</li><li>• Contribute to the overall management of the department in areas such as budget management and business planning.</li><li>• Be involved in departmental level strategic planning and contribute to wider strategic planning processes in the institution.</li><li>• Plan and deliver research, consultancy or similar programmes and ensure that resources are available.</li><li>• Contribute to the management of quality, audit and other external assessments.</li></ul>
<b>10</b>	Sensory, physical and emotional demands	<ul style="list-style-type: none"><li>• As with all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand</li></ul>
<b>11</b>	Work environment	<ul style="list-style-type: none"><li>• Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.</li></ul>
<b>12</b>	Expertise	<ul style="list-style-type: none"><li>• Required to be an externally recognised authority in the subject area.</li><li>• In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.</li></ul>

**NATIONAL ROLE PROFILES: GRADE 9  
SENIOR LECTURER: TEACHING AND SCHOLARSHIP**

*Level 4 - building on the level of demand in Lecturer B [Grade 8, Level 3]*

<b>1</b>	Learning and Teaching support	<ul style="list-style-type: none"> <li>• Design, develop and deliver a range of programmes of study (sometimes for entirely new courses) at various levels.</li> <li>• Review on a regular basis course content and materials, updating when required.</li> <li>• Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students.</li> <li>• Ensure that course design and delivery comply with the quality standards and regulations of the university and department.</li> </ul>
<b>2</b>	Research and scholarship	<ul style="list-style-type: none"> <li>• Engage in pedagogic and practitioner research and other scholarly activities.</li> <li>• Contribute to the development of Learning and Teaching strategies.</li> <li>• Work in conjunction with others to apply subject knowledge to practice.</li> </ul>
<b>3</b>	Communication	<ul style="list-style-type: none"> <li>• Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.</li> </ul>
<b>4</b>	Liaison and networking	<ul style="list-style-type: none"> <li>• Lead and develop internal networks for example by chairing and participating in institutional committee.</li> <li>• Act as an external examiner to other Institutions and provide professional advice.</li> <li>• Lead and develop external networks for example with external examiners and assessors.</li> <li>• Develop links with external contacts such as other educational bodies, employers, and professional bodies to foster collaboration.</li> </ul>
<b>5</b>	Managing people	<ul style="list-style-type: none"> <li>• Provide academic leadership to those working within programme areas, as course leader or equivalent, by for example agreeing work plans to ensure that courses are delivered effectively or organising the work of a team by agreeing objectives and work plans.</li> <li>• Contributing to the development of teams and individuals through the appraisal system and providing advice on personal development.</li> <li>• Act as a personal mentor to peers and colleagues.</li> <li>• Resolve problems affecting the quality of course delivery and student progress within own areas of responsibility, referring more serious matters to others, as appropriate.</li> </ul>
<b>6</b>	Teamwork	<ul style="list-style-type: none"> <li>• Lead teams within areas of responsibility.</li> <li>• Ensure that teams within the department work together.</li> <li>• Act to resolve conflicts within and between teams.</li> </ul>
<b>7</b>	Pastoral care	<ul style="list-style-type: none"> <li>• Responsible for dealing with referred issues for students within own educational programmes.</li> <li>• Provide first line support for colleagues, referring them to sources of further help if required.</li> </ul>

## Appendix E2

8	Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Resolve problems affecting the delivery of courses within own educational programme and in accordance with regulations.</li> <li>• Make decisions regarding the operational aspects of own educational programme.</li> <li>• Contribute to decisions which have an impact on other related programmes.</li> <li>• Monitor student progress and retention.</li> <li>• Provide advice on strategic issues such as the balance of student recruitment, staff appointments and student and other performance matters.</li> <li>• Spotting opportunities for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas.</li> </ul>
9	Planning and managing resources	<ul style="list-style-type: none"> <li>• Responsible for the delivery of own educational programmes.</li> <li>• Contribute to the overall management of the department in areas such as resource management, business and programme planning.</li> <li>• Be responsible for setting standards and monitor progress against agreed criteria for own area of responsibility.</li> <li>• Be involved in departmental level strategic planning and contribute to wider strategic planning processes in the institution.</li> <li>• Plan and deliver consultancy or similar programmes and ensure that resources are available.</li> <li>• Be responsible for quality, audit and other external assessments in own areas of responsibility.</li> </ul>
10	Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• As with all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand</li> </ul>
11	Work environment	<ul style="list-style-type: none"> <li>• Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.</li> </ul>
12	Expertise	<ul style="list-style-type: none"> <li>• Required to be externally recognised scholar or teacher.</li> <li>• In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.</li> </ul>

**NATIONAL ROLE PROFILES: GRADE 9  
SENIOR RESEARCH FELLOW: RA3**

*Level 4 - building on the level of demand in Research Fellow RA2 [Grade 8, Level 3]*

<b>1</b>	Learning and Teaching support	<ul style="list-style-type: none"> <li>Supervise the work of postgraduate students.</li> <li>Could be expected to contribute to teaching programmes.</li> </ul>
<b>2</b>	Research and scholarship	<ul style="list-style-type: none"> <li>Contribute to the development of research strategies in the department.</li> <li>Define research objectives and questions.</li> <li>Develop proposals for research projects which will make a significant impact by leading to an increase in knowledge and understanding and the discovery or development of new explanations, insights, concepts or processes.</li> <li>Actively seek research funding and secure it as far as it is reasonably possible.</li> <li>Act as principal investigator on major research projects.</li> <li>Generate new research approaches and identify, adapt, develop and use research methodologies and techniques appropriate to the type of research.</li> <li>Review and synthesise the outcomes of research studies.</li> <li>Interpret findings obtained from research projects and develop new insights, expanding, refining and testing hypotheses and ideas.</li> <li>Contribute generally to the development of thought and practice in the field.</li> </ul>
<b>3</b>	Communication	<ul style="list-style-type: none"> <li>Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.</li> </ul>
<b>4</b>	Liaison and networking	<ul style="list-style-type: none"> <li>Lead and develop internal networks for example by chairing and participating in Institutional committees.</li> <li>Lead and develop external networks for example with other active researchers and leading thinkers in the field.</li> <li>Develop links with external contacts such as other educational and research bodies, employers, professional bodies and other providers of funding and research initiatives to foster collaboration and generate income.</li> </ul>
<b>5</b>	Managing people	<ul style="list-style-type: none"> <li>Provide academic leadership to those working within research areas by for example co-ordinating the work of others to ensure that research projects are delivered effectively and to time or organising the work of a team by agreeing objectives and work plans.</li> <li>Contributing to the development of teams and individuals through the appraisal system and providing advice on personal development.</li> <li>Could act as line manager (e.g. of research teams)<sup>1</sup></li> <li>Act as a personal mentor to peers and colleagues.</li> </ul>
<b>6</b>	Teamwork	<ul style="list-style-type: none"> <li>Lead teams within areas of responsibility.</li> <li>Ensure that teams within the department work together.</li> <li>Act to resolve conflicts within and between teams.</li> </ul>
<b>7</b>	Pastoral care	<ul style="list-style-type: none"> <li>Responsible for dealing with referred issue for researchers within own project areas.</li> <li>Provide first line support for colleagues, referring them to sources of further help if required.</li> </ul>

<sup>1</sup> \* where it is an established institutional practice at this level (not normally expected in post-92 HEIs)

## Appendix E3

8	Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Resolve problems affecting the delivery of research projects within own area and in accordance with regulations.</li> <li>• Make decisions regarding the operational aspects of own research programme.</li> <li>• Contribute to decisions which have an impact on other related programmes.</li> <li>• Provide advice on issues such as ensuring the adequate balance of research projects, appointment of researchers and other performance matters.</li> <li>• Spotting opportunities for strategic development of new projects of appropriate areas of activity and contributing to the development of such ideas.</li> </ul>
9	Planning and managing resources	<ul style="list-style-type: none"> <li>• Responsible for the delivery of own research programmes.</li> <li>• Contribute to the overall management of the department in areas such as budget management and business planning.</li> <li>• Be involved in departmental level strategic planning and contribute to wider strategic planning process in the institution.</li> <li>• Plan and deliver research, consultancy or similar programmes, ensuring that resources are available and required income levels are achieved.</li> <li>• Contribute to the management of quality, audit and other external assessments e.g. the Research Assessment Exercise.</li> </ul>
10	Sensory, physical and emotional demands	<ul style="list-style-type: none"> <li>• As with all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand</li> </ul>
11	Work environment	<ul style="list-style-type: none"> <li>• Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.</li> </ul>
12	Expertise	<ul style="list-style-type: none"> <li>• Required to be a nationally recognised authority on the subject area.</li> <li>• In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.</li> </ul>

