

**Academic Promotion Notes for Applicants Teaching, Scholarship and
Professional Practice (TSPP) Pathway**

Contents

Academic Promotion Notes for Applicants Teaching, Scholarship and Professional Practice Pathway.....2

 Teaching, Scholarship and Professional Practice.....2

 The Promotions Criteria & Assessment Process.....2

 Teaching3

 Scholarship4

 Professional Practice.....4

 Community Service5

 University Service.....5

 Academic Leadership5

Overview of Academic Ranks.....6

The Assessment Process11

Promotion Effective Date and Salary Step.....21

Eligibility to Apply for Promotion.....21

Appeals.....21

Academic Promotion Notes for Applicants Teaching, Scholarship and Professional Practice Pathway (TSPP)

The mission of Fiji National University (FNU) is to educate highly employable graduates who are 'day one work ready' and to produce research that has a positive social impact in Fiji and the Pacific region. FNU is a vocational university and its programmes are aligned with the needs of employers and society. Toward achieving these goals, we need qualified academic staff who excel as teachers, researchers, scholars and practitioners. This can be achieved by providing academics with two pathways to excel and progress their careers at FNU: Teaching and Research (TR) and Teaching, Scholarship and/or Professional Practice (TSPP). The annual academic promotions exercise is evidence of FNU's commitment to building its human capital.

Teaching, Scholarship and Professional Practice

Teaching generally covers curriculum development and delivery, including short courses (key aspects are face to face and online instruction, guidance for student self-directed learning, supervision of internships, designing curriculum, mentorship and employer engagement). When applying for promotion, staff will need to demonstrate teaching effectiveness with reference to KPIs and commitment to teaching enhancement. Scholarship can be related to your discipline, the development of knowledge in your discipline or the teaching of your discipline (scholarship of teaching and learning). Professional practice may relate directly to a professional area of expertise or the teaching of that area. Professional practice activities ensure our teaching is up to date and engages employers and other stakeholders heavily. The promotion criteria that follow gives further guidance.

The Promotions Criteria & Assessment Process

Expected levels of attainment will vary and/or increase, dependent on the level of promotion sought. Promotion to a higher academic rank is made based on the candidate's demonstrated productivity in teaching, scholarship and professional practice, as it contributes to the mission of the University, as well as his/her wider contribution to the University and the profession.

There are two core promotion criteria – **Teaching, Scholarship** and/or **Professional Practice** and two/three supporting promotions criteria depending on the academic rank applied for - **University Service** (administration), **Community Service** (contributions to the wider profession) and (for Associate Professor and Professor) **Academic Leadership**.

Applicants must provide clear evidence of their productivity in both core and supporting criteria. Only applications submitted by the online application form, which must be validated by the applicant's Dean/Director of NTPC/CEO FMA, will be accepted. Assessments of whether the applicant has met the required threshold will be made through a two-stage process – a College Promotions Committee and a University Promotions Committee. All

applications for Professor will go directly to the University Promotions Committee and will be sent out to two international assessors for review. Listed below are the examples of evidence that should be provided in relation to each of the criterion categories required for academic promotion. This list is not exhaustive, nor specific. Further, it is not expected that any individual applicant will be able to supply information relevant to each example in each category (i.e., teaching, scholarship and/or professional practice), nor is it required for successful promotion.

Teaching

Teaching and assessment activities take place at undergraduate and postgraduate level (taught and research). All staff are expected to keep up to date with developments in their teaching. Typical activities will include but will vary depending on requirements in any one year:

- Preparation and delivery of teaching sessions.
- General support of students academically.
- Personal tutoring.
- Teaching leadership roles.
- Identifying new programme opportunities.
- Designing curricula and assessment strategies.
- Contribution to, or leadership of, a continuous cycle of quality assurance and review of teaching and assessment.
- Collecting and analysing feedback from students.
- Management of the teaching environment.
- Student engagement activities, contribution to “school life” (or department in the case of NTPC).
- Designing and implementing assessments including marking and quality assurance processes.
- Implementing innovation in teaching and assessment and sharing ideas/outcomes across the university and beyond.
- Use of technology to effectively support teaching and assessment.
- Peer review of teaching (both as reviewer and reviewee) and contribution to university processes.
- Mentoring of others.
- External examining or reviews of academic nature.
- Student recruitment processes e.g., advising applicants, open or applicant days, school visits.
- Student study group facilitator.
- Workplace teaching support.
- Employer engagement.

Scholarship

Scholarly activities are therefore wide and varied and may include the following:

- Exploring and expanding individual's disciplinary context and thinking including the production of relevant outputs.
- Conducting consultancy (for industry).
- Bidding for and delivering educational contracts.
- Contributing to the development of teaching and learning within higher education/TVET through debate, evaluation processes and various outputs (scholarship of teaching and learning).
- Scholarly outputs resulting from teaching leadership roles e.g., promotion of specific approaches or teaching material.
- Developing leadership in student engagement or digital education.
- Advisory roles within FNU, industry, government, or other bodies.
- Contributing to national/international policy e.g., around teaching and learning or specifically related to the individual's own discipline.
- Creating various outputs e.g., publications, books, textbooks, blogs etc.
- Promoting a discipline or the teaching and learning of a discipline.
- Engagement with external stakeholders.
- Honorary, advisory and editorial roles.
- Keynote speaking/delivering papers at conferences.
- Peer reviewing.
- Roles in disciplinary societies.

Professional Practice

Professional practice activities may include the following:

- Working alongside professionals in your discipline/industry/sector to maintain and develop expertise.
- Industrial attachment with employers to maintain skills currency for TVET.
- Leading practice in employer engagement and/or career planning for students.
- Industrial attachment with employers.
- Conducting consultancy/KTPs (knowledge transfer partnerships) in relevant industries.
- Bidding for and delivering tenders and/or educational contracts.
- Exhibitions and performances.
- Development of policy or new approaches to a relevant industry/sector.
- Advisory roles for relevant industries/ sectors.
- Contributing to national/international policy.
- Writing various outputs e.g., publications, books, online etc.
- Promoting an area of professional practice or the teaching and learning of an area/ profession.
- Engagement with external stakeholders.
- Honorary, advisory and editorial roles.
- Keynote speaking/delivering papers at conferences.

- Peer reviewing.
- Roles in professional societies.
- Working with TR colleagues to support impact of research.
- Contributing to innovation in the discipline.

Community Service

All academics are expected to contribute to the development of the University and its civic mission. Activities in this category include (but are not limited to) examples such as:

- Volunteering in the community.
- Involvement with cultural activities.
- Work with community groups.
- Outreach work with students.

University Service

Successful applicants will be able to provide evidence of commitment, and impact, to the wider wellbeing of their Department and/or School, and/or College, and/or the University. Such evidence may include:

- Effective activity in administrative roles;
- Significant outcomes of work in those roles;
- Willingness to take on routine departmental tasks;
- Effective service in University-wide positions;
- Leadership within Department or University – e.g., leading a curriculum review, commitment to continual improvement.

Academic Leadership

Successful applicants for the ranks of Senior Instructor, Principal Instructor, Associate Professor and Professor will be expected to demonstrate leadership within the University and/or their discipline and/or related professional activities. This may include:

- A formal leadership role in the University (Head of Department, Head of School, etc.);
- Research leadership developing the research talents of other academics;
- Leadership of staff members involved in developing undergraduate or postgraduate teaching;
- Leadership in the community beyond the University, particularly in professional organisations and institutions and in industrial and/or government and business activities.



Overview of Academic Ranks

An overview of the profile of academic ranks is set out below by way of lists of different activities that could be undertaken. Level and impact of activity will also vary but would be expected to align with seniority of role – for example, a Professor or Principal Instructor would be expected to carry out activities which impact at national and international context for some areas, and a Professor should be involved in international leadership and a strong international profile.



Overview of Academic Ranks

Rank	MAQ	Specialised MAQ	Expertise					
			TEACHING	SCHOLARSHIP/ PROFESSIONAL PRACTICE	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP	
Tutor	FQF Level 6 Diploma / Advanced Diploma	Trade Certificate with at least 2 years of industry experience OR Craft Apprenticeship. <i>Note: This is a basic entry point rank for TVET and therefore is not relevant for promotion purposes</i>	<ul style="list-style-type: none"> Is supporting teaching staff with tutorials, seminars, workshops and laboratory tasks. Works under the supervision of qualified teaching staff. 					
Assistant Instructor	FQF Level 7 Bachelors	HEC-TVET (cert 5) plus Diploma/Advanced Diploma with 2 years of industry experience (For areas which does not have a Diploma/Advanced, the qualification can be substituted for Trade Certificate with significant industry experience)	<ul style="list-style-type: none"> Qualified to teach units up to Level 6 Diploma. Has good teaching track record. 	<ul style="list-style-type: none"> Is beginning to engage in scholarship/professional practice activities 	<ul style="list-style-type: none"> Takes on administrative roles that assist the department to function. 	<ul style="list-style-type: none"> Some level of community service 		
Instructor	FQF Level 8 Bachelors plus PG Diploma/ Certificate or Bachelors (Hons)	HEC-TVET (cert 5) plus Diploma/Advanced Diploma with 5 years of industry experience <ul style="list-style-type: none"> Administrative duties Industry engagement (For areas which do not have a Diploma/Advanced, the qualification can be substituted for Trade Certificate with significant industry experience)	<ul style="list-style-type: none"> Can teach proficiently at levels 5 and 6. 	<ul style="list-style-type: none"> Is actively engaging with industry and demonstrates contribution to scholarship. Evidence of recent industrial attachment 	<ul style="list-style-type: none"> Willingness to take on routine departmental tasks; 	<ul style="list-style-type: none"> Evidence of community service 		
Senior Instructor	FQF Level 9 Masters	HEC-TVET (cert 5) plus Diploma/Advanced Diploma with 8 years of industry experience <ul style="list-style-type: none"> Administrative duties Industry engagement Academic leadership (For areas which do not have a Diploma/Advanced, the qualification can be substituted for Trade Certificate with significant industry experience)	<ul style="list-style-type: none"> Can teach proficiently at levels 5 and 6. Collaborating with colleagues in curriculum development and the advancement of the discipline within the University and disseminate best practice in teaching and learning 	<ul style="list-style-type: none"> Well engaged with industry Evidence of recent industrial attachment 	<ul style="list-style-type: none"> Effective activity in administrative roles with significant outcomes of work in those roles. 	<ul style="list-style-type: none"> Leadership in the community beyond the University, particularly in professional organisations and institutions and in industrial and/or government and business activities. 	<ul style="list-style-type: none"> Is beginning to demonstrate academic leadership at least at Department/School level. Supervise junior staff. 	
Principal Instructor	FQF Level 9 Masters	HEC-TVET (cert 5) plus Diploma/Advanced Diploma with more than 10 years of industry experience <ul style="list-style-type: none"> Administrative duties Industry engagement Academic leadership 	<ul style="list-style-type: none"> The most senior TVET academic. Provide leadership in teaching, industry engagement and administration. Lead curriculum development. 	<ul style="list-style-type: none"> A high level of disciplinary esteem external to the University, with a national or international reach. A high level of ongoing and recognised 	<ul style="list-style-type: none"> A principal instructor is a leader of the University. 	<ul style="list-style-type: none"> Leadership in the community beyond the University, particularly in professional organisations and institutions and in industrial and/or 	<ul style="list-style-type: none"> Leadership of staff members involved in developing teaching. A formal leadership role in the University (Head of Department, Head of School, etc.). 	

Rank	MAQ	Specialised MAQ	Expertise				
			TEACHING	SCHOLARSHIP/ PROFESSIONAL PRACTICE	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP
		<ul style="list-style-type: none"> • Provide leadership in teaching, industry engagement and administration • Lead curriculum development or supervision of junior staff (For areas which does not have a Diploma/Advanced, the qualification can be substituted for Trade Certificate with significant industry experience) 	<ul style="list-style-type: none"> • Proficient in the use of instructional technologies. 	<ul style="list-style-type: none"> • interaction with the industry or practice-area related to that discipline. • The effective fostering of wide networks of influence beyond the University. 		<ul style="list-style-type: none"> • government and business activities 	
Assistant Lecturer	FQF Level 8 Postgraduate Certificate/Diploma or Bachelors (Hons)	<i>Note: This is a basic entry point rank for HE and therefore is not relevant for promotion purposes</i>	<ul style="list-style-type: none"> • Teach as a member of a teaching team within an established programme of study. • Teach in a variety of settings from small group tutorials to large lectures, ensuring content, methods of delivery and learning materials meet the defined learning objectives for individual teaching sessions. • Develop own teaching materials, methods and approaches taking into account established or agreed practices where necessary. • Supervise the work of students, provide advice on study skills and help them with learning problems. • Set and mark assignments and set examination questions as well as assessing the work and progress of students by reference to defined criteria and provide constructive feedback to students. • Seek ways of improving performance by reflecting on teaching, design, delivery and analysing feedback. • Supervise student projects under guidance and supervision. 		<ul style="list-style-type: none"> • Should be starting to take on limited administrative duties. 		

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			TEACHING	SCHOLARSHIP/ PROFESSIONAL PRACTICE	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP
Lecturer	FQF Level 9 Master's degree		<ul style="list-style-type: none"> To engage in teaching on undergraduate and/or postgraduate level programmes and carry out the associated examining and administrative processes. Contribute to the design, content and delivery of specific areas of teaching and learning and to the quality of teaching delivered. Collaborate with colleagues in the continuous review and development of the department's programmes. Contribute to the wider student experience through personal tutoring, excellent classroom teaching and providing support in and outside the classroom. Supervise student projects and placements as appropriate. 	<ul style="list-style-type: none"> Maintain standing as a practitioner in your field that contributes to the profile. Collaborate in scholarly activities and / or professional practice based initiatives with colleagues in and outside the University. Extend, transform and apply knowledge acquired from scholarship and professional practice are appropriately disseminated in practitioner seminars, conference, publications or peer reviewed journals. Develop and maintain an external professional profile, including membership of appropriate professional bodies, refereeing, external examining and other scholarly activities. Establish contacts and links with: the wider academic community; relevant professional bodies; industry; and other external stakeholder groups in order to form relationships for future collaboration. 	<ul style="list-style-type: none"> Contribute, as required to the wider mission and reputation of the University with active involvement in activities contributing to general university life e.g., open days, student activities, alumni events and delivery of outreach activities e.g., school visits. Where appropriate, active participation in committees/groups e.g., health and safety. Engage in appropriate training programmes in the University. 	<ul style="list-style-type: none"> Participation in external activities such as volunteering, cultural activities, community activities. 	<ul style="list-style-type: none"> Work as a member of a team, collaborating on curriculum development and contributing to departmental meetings. Begin to coordinate the work of others when appropriate through taking up responsibility position at department or college level.

Rank	MAQ	Specialised MAQ	Expertise				
			TEACHING	SCHOLARSHIP/ PROFESSIONAL PRACTICE	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP
Assistant Professor	FQF Level 10 Doctorate	<i>FQF Level 9 Masters plus professional qualifications for selected professional areas (dentistry, veterinary, law)</i>	<ul style="list-style-type: none"> • Making an effective contribution to teaching and learning in their discipline. • Contributing to curriculum, resource, program and subject design, development, management and review as required. • Continuously improving their own teaching and learning, including developing a comprehensive teaching portfolio, and contributing to the continuous development and improvement of learning and teaching across the university. • Participating in scholarly activities that influence and enhance learning and teaching in the University. • Conducting lectures, tutorials, workshops, practical classes, demonstrations, field excursions, clinical sessions and other appropriate learning activities as required. • Obtaining feedback from students, peers and employers on individual teaching, the subjects and programs for which they are responsible, and the implementation and pedagogy. 	<ul style="list-style-type: none"> • Providing a continuing high level of personal commitment to, and achievement in, a particular scholarly area and as a result, generating high level research outcomes. • Developing a record of publication in top ranked and other research and scholarly journals. • Participating in research projects and research teams (where appropriate) • Succeeding in applications for research funding, whether individually or as part of a team. • Supervising the program of study for honours students and postgraduate students undertaking research projects. • Participating in development opportunities to improve research and supervision skills. • Contributing to developing, mentoring and providing feedback to junior researchers. 	<ul style="list-style-type: none"> • Extra-curricular educational activities that impact on employers and/or the wider community. • Management and administration of a significant area (e.g., teaching and learning, student support, postgraduate programs, quality assurance) across the college and/or University. 	<ul style="list-style-type: none"> • Contributing to relevant professional societies and to the community. • Developing and participating in short courses, seminars and conferences programs as appropriate 	<ul style="list-style-type: none"> • Contributing to department and/or college meetings, and serving on committees as required. • Take up responsibility positions at department or college level.

Rank	MAQ	Specialised MAQ	Expertise				
			TEACHING	SCHOLARSHIP/ PROFESSIONAL PRACTICE	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP
Associate Professor	FQF Level 10 Doctorate	<i>FQF Level 9 Masters plus professional qualifications</i>	<ul style="list-style-type: none"> Undertaking teaching at undergraduate and/or postgraduate levels and carrying out all related activities, achieving good sustained levels of student progression and feedback. Facilitate, develop, lead, and support innovations in, the development of the curriculum and delivery of teaching activities in the College and wider University. Support the design and development of new or existing programmes, advising on ways to enhance the quality of engagement and influence of discipline specific professionals and enrich the student experience with a focus on employability through practitioner or employer led engagement. Work with others to develop College policy that influences and promotes effective professional practice in all aspects of the student learning experience. Develop, implement and manage a community of practice to support staff new to teaching within the school to engage in professional practice, if appropriate, lead a subject area or range of programmes and resolve problems affecting the quality of course delivery and student progress within own areas of responsibility. 	<ul style="list-style-type: none"> Lead in the development of professional practice or significant scholarly work and evaluation to improve the quality of practitioner-informed teaching and their students' learning experience with impact beyond the home academic discipline and ideally beyond the University. Perform School and/ or College responsibilities in successful partnership working with relevant employers or practitioners. Work with students to enhance their understanding of industries and professional bodies that are relevant to their studies, and feedback to employers and professional bodies on changing student needs. To demonstrate or develop a professional practice and teaching profile through publication in forums that have a wide impact beyond the University. To lead and/or contribute to: student entrepreneurship, enterprise activities, national education /training committees of professional bodies, and outreach initiatives, in ways that have significant impact within and outside of the University (e.g. through receipt of regional awards, significant public engagement projects, spin out companies, embedded and externally 	<ul style="list-style-type: none"> Work within an extended network or community suitable to their professional practice, which can impact positively on the work of the University. Take a lead role in the application of these networks to enacting the University mission and strategy. Promote the reputation of the University within the wider higher education community through publications, contributions to conferences. Liaise with and develop internal networks, for example by chairing and participating in institutional committees. Lead, develop and contribute to relevant external networks, professional, national or international bodies such as Higher Education Committees and high-level advisory groups. Monitor external funding opportunities and assist the College and the University in securing external funding. Interact and collaborate with other internal Schools and Colleges and external institutions and bodies on the establishment of joint projects to enhance the quality of teaching and learning. 	<ul style="list-style-type: none"> Contributing to relevant professional societies and to the community. Developing and participating in short courses, seminars and conferences programs as appropriate for continuing education for the community. 	<ul style="list-style-type: none"> Associate Professors are expected to lead by example in teaching, scholarship and/or professional practice and to support the activities of individuals/research groups in the area in which they are appointed. They have to evidence their leadership skills relevant to scholarship and professional practice. This record should cover such aspects as scholarship or professional practice outputs (including such items as publications, keynotes and consultancy work), grants and supervision. Contributing to department and/or college meetings, and serving on committees as Required. Take up responsibility positions at department or college level.

Rank	MAQ	Specialised MAQ	Expertise				
			TEACHING	SCHOLARSHIP/ PROFESSIONAL PRACTICE	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP
				<p>funded links with industrial or community partners, production of professional texts or other material that has had a significant and quantifiable impact and/or contribution to advisory boards of public / professional bodies)</p> <ul style="list-style-type: none"> • Where applicable, conduct significant individual and/or collaborative scholarly and/or professional practice-based projects that make a significant contribution to the School, College and wider University. • Attract external funding through enterprise activities, including consultancy and knowledge transfer initiatives that will achieve income diversification and enhance the University's reputation. • Where applicable, to have excellent external professional and industry networks, with active involvement with the work of professional bodies at a regional level, significant involvement at local and regional level in industry/community link forums (e.g. report authoring, sustained consultancy / KTP activity and fostering significant new collaborations with local or regional bodies). • To have good standing, engagement and reputation within the profession, including demonstrable and quantifiable indicators of esteem (e.g. industry 			



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			TEACHING	SCHOLARSHIP/ PROFESSIONAL PRACTICE	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP
				awards, invitations to join industry judging panels, contributions to policy and practice forums), and demonstrable and quantifiable public national professional presence (e.g. blogs). <ul style="list-style-type: none"> • Where applicable, to sustain professional recognition by significant contribution to debates on teaching and learning on national and international issues and/or sustaining a track record of scholarly outputs disseminated in peer reviewed outlets. 			



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			TEACHING	SCHOLARSHIP/ PROFESSIONAL PRACTICE	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP
Clinical Associate Professor	Doctorate (FQF Level 10)	Masters (FQF level 9) plus professional qualifications	<ul style="list-style-type: none"> • Units taught in last three years; • Student performance (pass rates, average GPA, etc. in units taught for the last three years (note: this evidence will be interpreted holistically; a high pass rate is not evidence of high quality teaching per se); • Your most significant Learning and Teaching achievements in designing, developing and delivering units in last three year; • Evidence of your recognition as a teacher in the last three years (e.g. peer evaluation, Learning and Teaching awards, invitations to speak or to chair meetings on learning and teaching); • Evidence of the continuous professional development activities you have undertaken to improve/maintain your effectiveness as a teacher in the last three years; • Evidence of the way you have ensured that your Learning and Teaching is effectively linked to the needs of employers and society in the last three years (e.g. working with employers to develop qualifications). • Outstanding leadership in the development of effective means within the control of the teacher to improve student learning • Significant development of an improved existing, or development of a high quality new, area or programme; 	<ul style="list-style-type: none"> • Providing evidence that your work has advanced or influenced clinical practice; • Academic and professional contribution in roles on government, and/or requests to run information or training sessions for the government etc. which have influenced or changed clinical practice, policy or advanced or expanded knowledge in the profession, field or discipline; • Achievements in communicating the results of the applicant's scholarly field/discipline to wide audiences of non-experts; • Professional peer recognition of contributions to work in profession, both nationally and internationally; • Contribution to position papers on behalf of scholarly bodies; • Fostering the introduction of new technology. • Scholarly contributions to teaching, assessment and curriculum development, e.g., research into teaching and/or the publication of textbooks, scholarly articles or commentaries on various aspects of teaching; • Keynote presentations at significant academic conferences; 	<ul style="list-style-type: none"> • Effective activity in administrative roles; • Significant outcomes of work in those roles; • Willingness to take on routine departmental tasks; • Effective service in University-wide positions; • Leadership within Department or University – e.g., leading a curriculum review. 	<ul style="list-style-type: none"> • Contributing to relevant professional societies and to the community. • Developing and participating in short courses, seminars and conferences programs as appropriate for continuing education for the community. 	<ul style="list-style-type: none"> • A formal leadership role in the University (Head of Department, Head of School, etc.); • Leadership of staff members involved in developing undergraduate or postgraduate teaching; • Leadership in the community beyond the University, particularly in professional organisations and institutions and in industrial and/or government and business activities.

Rank	MAQ	Specialised MAQ	Expertise	SCHOLARSHIP/ PROFESSIONAL PRACTICE	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP
			<ul style="list-style-type: none"> • Outstanding improvement of curricula or of teaching methods; • Introduction of significantly improved and innovative assessment practices; • Leadership in the development and implementation of methods of quality assurance in teaching, assessment and curriculum development; • Conduct of high-quality evaluations of curricula, and teaching and assessment practices; and • Significant contributions to literature on teaching 				



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			TEACHING	SCHOLARSHIP/ PROFESSIONAL PRACTICE	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP
Professor	FQF Level 10 Doctorate		<ul style="list-style-type: none"> Professors are expected to contribute towards teaching delivery, curriculum design and the creation of an engaging and innovative teaching environment that supports effective student learning, student engagement and a high quality student experience. Undertaking teaching at undergraduate and/or postgraduate levels and carrying out all related activities, achieving sustained levels of student progression and feedback Leading on scholarship and/or professional practice engaged teaching in subjects and areas related to the post-holder's discipline and developing initiatives based on feedback which evidences impact Leading on improved approaches to teaching and learning, informed by pedagogy and engagement with practice, within their own subject area(s), across the Department/School and ideally beyond the University Collaborating with colleagues in curriculum development and the advancement of the discipline within the University and disseminate best practice in teaching and learning Conducting academic administration, including contribution to programme and/or unit 	<ul style="list-style-type: none"> Attract external funding where appropriate, through enterprise activities including consultancy and knowledge transfer activities to achieve income diversification, improve academic reputation and enhance links between HE and TVET. Engage external employers and stakeholders on applied and related work (e.g. leading educational contract and consultancy work, leading employability initiative) where appropriate in the furthering of academic, professional or learning excellence and to improve the student experience. Lead on and mentor colleagues on knowledge exchange activities and projects to enhance the skills of the University community Represent the College and University on external practitioner, employer and policy bodies and networks such externally so as to advance the interests and strategies of the Institution. Support and enable the development academic and related (e.g. policy) partnerships and linkages that further the academic development of the School and the University's strategic plan Active involvement with academic and/or professional bodies, e.g. 	<ul style="list-style-type: none"> Contribute to and support the University's strategy and strategic plan with leadership of activities contributing to general university life e.g. open days, student activities, alumni events, mentoring schemes, assisting professional services, engagement with student support and delivery of outreach activities e.g. school visits, local community activities. Contribute to the efficient administration, organisation and development of professional practice and or scholarship within the School or College. Participate in and, where appropriate, convene relevant related groups/committees in the School or College, as well as leadership/membership of committees/groups contributing to university life e.g. health and safety. Contribution to the future development of the University and support the University's wider social, cultural and economic development of our region, our 'civic' mission with engagement with/leadership of external partnerships contributing to the civic mission of the University. 	<ul style="list-style-type: none"> Contributing to relevant professional societies and to the community. Developing and participating in short courses, seminars and conferences programs as appropriate 	<ul style="list-style-type: none"> Contributing to department and/or college meetings, and serving on committees as required. Take up responsibility positions at department or college level.

Rank	MAQ	Specialised MAQ	Expertise				
			TEACHING	SCHOLARSHIP/ PROFESSIONAL PRACTICE	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP
			<p>management duties, as appropriate</p> <ul style="list-style-type: none"> • Contributing to the development and implementation of learning and teaching strategies within the School and across the College / University • Supporting students undertaking doctoral research in their subject and supervising them to completion. • Contribute to and where required lead on the development of teaching policy and practice and influence educational strategy at School, College and University level • Effectively leading on aspects of the development of teaching and learning within the School/ College/ University, such as: <ul style="list-style-type: none"> • Leading on the development of innovative approaches to learning, teaching, and student support. • Chairing relevant College or School committees and representation of the School and /or College on University committees and working groups • Work consistently with colleagues within the University, nationally and internationally to enhance teaching quality and improve student experience • Mentoring key teaching staff such as Programme Leaders, to drive improvements in quality and student satisfaction. 	<p>leadership of a significant professional accreditation, industry committees, policy development and/or quality assurance in another institution or professional body.</p> <ul style="list-style-type: none"> • Lead on and undertake public engagement activities. • Sustained leadership of new and significant international educational links and/or improvements to international student education. 			



Rank	MAQ	Specialised MAQ	Expertise				
			TEACHING	SCHOLARSHIP/ PROFESSIONAL PRACTICE	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP
Clinical Professor	Doctorate (FQF Level 10)	<ul style="list-style-type: none"> <i>Masters plus professional qualifications</i> 	<ul style="list-style-type: none"> Professors are expected to contribute towards teaching delivery, curriculum design and the creation of an engaging and innovative teaching environment that supports effective student learning, student engagement and a high quality student experience. Undertaking teaching at undergraduate and/or postgraduate levels and carrying out all related activities, achieving sustained levels of student progression and feedback Leading on scholarship and/or professional practice engaged teaching in subjects and areas related to the post-holder's discipline and developing initiatives based on feedback which evidences impact Leading on improved approaches to teaching and learning, informed by pedagogy and engagement with practice, within their own subject area(s), across the Department/School and ideally beyond the University Collaborating with colleagues in curriculum development and the advancement of the discipline within the University and disseminate best practice in teaching and learning Conducting academic administration, including contribution to programme and/or unit 	<ul style="list-style-type: none"> Dissemination of advancing professional practice to other members in the field through activities such as: editorship or editorial board membership; Involvement in the solution of practical problems experienced by industry, government and professional or the research community; Influence in the development of a profession; Leadership role in professional/learned societies; Professional peer recognition of significant competence in contributions to the work of a profession at a national or international level; Professional consultancies where there is scholarly output; Leadership role in quality assurance methods; Membership of government and/or industry and/or professional advisory bodies; Membership of international delegations in the area of expertise; Professional awards or citations; and An international standing in the advancement of knowledge and/or advancing professional practice. 	<ul style="list-style-type: none"> Contribute to and support the University's strategy and strategic plan with leadership of activities contributing to general university life e.g. open days, student activities, alumni events, mentoring schemes, assisting professional services, engagement with student support and delivery of outreach activities e.g. school visits, local community activities. Contribute to the efficient administration, organisation and development of professional practice and or scholarship within the School or College. Participate in and, where appropriate, convene relevant related groups/committees in the School or College, as well as leadership/membership of committees/groups contributing to university life e.g. health and safety. Contribution to the future development of the University and support the University's wider social, cultural and economic development of our region, our 'civic' mission with engagement with/leadership of external partnerships contributing to the civic mission of the University. 	<ul style="list-style-type: none"> Contributing to relevant professional societies and to the community. Developing and participating in short courses, seminars and conferences programs as appropriate. 	<ul style="list-style-type: none"> A formal leadership role in the University (Head of Department, Head of School, etc.); Leadership of staff members involved in developing undergraduate or postgraduate teaching; Leadership in the community beyond the University, particularly in professional organisations and institutions and in industrial and/or government and business activities.

Rank	MAQ	Specialised MAQ	Expertise				
			TEACHING	SCHOLARSHIP/ PROFESSIONAL PRACTICE	UNIVERSITY SERVICE	COMMUNITY SERVICE	LEADERSHIP
			<p>management duties, as appropriate</p> <ul style="list-style-type: none"> • Contributing to the development and implementation of learning and teaching strategies within the School and across the College / University • Supporting students undertaking doctoral research in their subject and supervising them to completion. • Contribute to and where required lead on the development of teaching policy and practice and influence educational strategy at School, College and University level • Effectively leading on aspects of the development of teaching and learning within the School/ College/ University, such as: <ul style="list-style-type: none"> • Leading on the development of innovative approaches to learning, teaching, and student support. • Chairing relevant College or School committees and representation of the School and /or College on University committees and working groups • Work consistently with colleagues within the University, nationally and internationally to enhance teaching quality and improve student experience • Mentoring key teaching staff such as Programme Leaders, to drive improvements in quality and student satisfaction. 				



The Assessment Process

There will be a two-stage assessment process. The first stage will be assessment at the College level for all promotions up to and including Associate Professor. The College/NTPC/FMA Promotions Committee membership will be:

- Dean / Director/CEO (Chair)
- Two Associate Deans (Learning and Teaching, and Research)
- One Professor from the College (elected by the academic staff of the College)
- One Dean from another College (appointed by the Vice-Chancellor)
- Director Human Resources or nominee (non-voting)

The College Promotions Committee will assess all applications against the criteria and recommend those that should go forward to the University Promotions Committee. If the College Promotions Committee decides that an application does not meet the threshold, it is declined and the applicant will be advised in writing by the Dean, who will set out the reasons for the Committee's decision. Feedback is an important part of the process and each unsuccessful applicant needs to know what s/he must do to meet the minimum threshold next time an application is made.

For applicants for promotion to Professor, their applications will be sent to two international independent reviewers for an assessment of the quality of their research and scholarship. The reviewers will be selected by the Vice Chancellor in consultation with the College Dean and Associate Dean (Research) and must not be closely associated with the applicant.

Applications that are supported by the College Promotions Committee, as well as *all* applications for Professor, will be considered by the University Promotions Committee. The University Promotions Committee membership will be:

- Vice Chancellor (Chair)
- Two Pro-Vice Chancellors (Learning and Teaching, and Research)
- Five Deans
- Director, National Training and Productivity Centre
- Chief Executive Officer, Fiji Maritime Academy
- Independent Assessor from another university (appointed by the Vice-Chancellor)
- Director Human Resources (non-voting)

If the University Promotions Committee decides that an application does not meet the threshold, it is declined and the applicant will be advised in writing by the Vice Chancellor, who will set out the reasons for the Committee's decision. Feedback is an important part of the process and each unsuccessful applicant needs to know what s/he must do to meet the minimum threshold next time an application is made.

Promotion Effective Date and Salary Step

If an applicant is successful in his/her promotion to a higher academic rank, the promotion will be to the base (Step 0) of the new rank, effective from 1 November 2022. In exceptional cases where the staff member's salary is already above Step 0, the promotion will be to the next highest step on the new rank.

Eligibility to Apply for Promotion

Academic staff may not apply for promotion until they have completed at least 12 month's full-time service to the University (at the time of application).

Staff that are unsuccessful in their application may not normally reapply for promotion for two years. In exceptional circumstances where there is a strong probability that the requirements can be met in a shorter time period, the College/University Promotions Committee may grant unsuccessful candidates the special right to reapply for promotion the following year.

Appeals

Decisions by the College Promotions Committee and the University Promotions Committee are final and appeals may be made to the Chair (Chancellor) of the University Council only on the basis of an alleged failure to follow the procedures fairly. By applying for promotion, applicants are bound by these terms and conditions.

Annexure:

1. Specialised Areas in TVET

#	Specialised Areas	Highest qualification available locally	College
1	Age care	Certificate IV	CHE
2	Aircraft Engineering – Avionics	Certificate IV	CEST
3	Architectural Drafting	Diploma - 6	CEST
4	Automotive Engineering	Diploma - 6	CEST
5	Automotive Engineering - Automotive Electrical Electronics	Certificate IV	CEST
6	Automotive Engineering - Heavy Commercial Vehicle	Certificate IV	CEST
7	Automotive Engineering - Heavy Mobile Plant	Certificate IV	CEST
8	Automotive Engineering - Light Motor Vehicle	Certificate IV	CEST
9	Automotive Engineering - Panel & Paints	Certificate IV	CEST
10	Beauty Therapy	Diploma -5 (Pivot Point)	CHE
11	Baking & Patisserie	Trade Diploma	CBHTS
12	Biomedical Engineering	Certificate IV	CEST
13	Carpentry	Certificate IV	CEST
14	CISCO Certified Network Associate	Level 5	CEST
15	Construction	Diploma - 6	CEST
16	Cookery & Culinary Arts	Trade Diploma	CBHTS
17	Fabrication & Welding	Certificate IV	CEST
18	Film & TV	Certificate IV	CHE
19	Fitting & Machining	Certificate IV	CEST
20	Front Office Operation	Trade Diploma	CBHTS
21	Graphic Arts & Design	Certificate IV	CHE
22	Hair Dressing	Diploma -5 (Pivot Point)	CHE
23	Joinery & Cabinet Making	Certificate IV	CEST
24	Land Surveying	Diploma 6	CEST
25	Massage Therapy	Certificate 3 (Pivot Point)	CHE
26	Manufacturing Engineering	Certificate IV	CEST
27	Music	Certificate IV	CHE
28	Nautical Science	Diploma - 5	CEST
29	Office Administration	Trade Diploma	CBHTS
30	Office Assistance	Trade Diploma	CBHTS
31	OHS	Trade Diploma	CEST

#	Specialised Areas	Highest qualification available locally	College
32	Panel Beating	Certificate IV	CEST
33	Plant Maintenance Engineering	Diploma - 6	CEST
34	PLC SCADA	Short course	CEST
35	Plumbing & Sheet Metal	Certificate IV	CEST
36	Printing Technology	Certificate IV	CEST
37	Refrigeration & Air-conditioning	Certificate IV	CEST
38	Restaurant Services	Trade Diploma	CBHTS
39	Restaurant Operations	Trade Diploma	CBHTS
40	Road Transport Technology & Management	Diploma - 5	CEST
41	Ship Building	Certificate IV	CEST
42	Agricultural Engineering	Diploma - 6	CEST
43	Renewable and Sustainable Engineering	Diploma - 6	CEST
44	Marine Engineering	Diploma - 6	CEST
45	Quantity Surveying	Diploma - 6	CEST
46	Aircraft Engineering (Mechanical)	Certificate IV	CEST
47	Geology, Mining and Quarrying	Certificate IV	CEST

2. FMA

Academic Ranks	IMO/MSAF Professional Qualification	Equivalent Qualification
Principal Instructor/Senior Instructor	Master Mariner/ Chief Engineer Class 1	Master's Degree
Instructor	Master Class 2/ Engineer Class 2	Postgraduate
Assistant Instructor	Master Class 3/ Engineer Class 3 (Endorsed Watch keeper)	Bachelor's Degree
Tutor	Master Class 3/ Engineer Class 3	Diploma

3. AVIATION

Academic Ranks	CAAF Professional Qualification	Equivalent Academic Qualification
Principal Instructor/Senior Instructor	Licensed with 3type ratings with at least 10 years of work experience in an approved ANR 145C organisation	Master's Degree
Instructor	Licensed with 2type ratings and at least 10 years of work experience in an approved ANR 145C organisation	Postgraduate
Assistant Instructor	Licensed with 1type rating and at least 5 years of work experience in an approved ANR 145C organisation	Bachelor's Degree
Tutor	LWTR with at least 4 years of work experience in an approved ANR 145C organisation	Diploma

4. NTPC – TECHNICAL TRAINING

ACADEMIC RANKS	NTPC (TT) MAQ	NTPC (TT) ME
Technical Assistant/Training Assistant	Trade Certificate	3 years' relevant work experience
Technical Officer/Training Officer	Craft apprentice certificate OR Diploma	5 years' relevant work experience (including up to two years' work experience as a craft apprentice)
Senior Technical Officer	Craft apprentice certificate with Trade Licence OR Diploma with Trade Licence	8 years' relevant work experience (including up to two years' work experience as a craft apprentice)