

Draft guidance on how to evidence T&S promotion

Criterion 1: Teaching, assessment and student support

Please note that each guidance document begins with the specific promotion criterion, before providing guidance below. It is proposed that, after consultation, a more efficient way of displaying the guidance (likely in one document) will be found.

1) Teaching, assessment, and student support

All staff must demonstrate how they meet points 1-7 of the University's [Statement of Teaching Expectations](#). This should also account for the fact that we teach and learn in a context that encourages us to take intellectual risks and should also reflect the local context and, if relevant, personal circumstances of the individual. For individuals to be promoted they must be able to contextualise their experience for the promotions panel, demonstrating the impact and evidence relevant to their role to demonstrate success in the following teaching expectations:

1. Teaching
2. Learning Materials
3. Assessment and Feedback
4. Academic Advising
5. Student Supervision
6. Student Support
7. Student experience

Points 8-10 in the teaching expectations document (Collegial Service and Leadership, Career Development and Training, Professional Accountability) will be evidenced in response to the other promotions criteria below.

When interpreting the Teaching Expectations Document, the following differentiation is expected:

Lecturer	Senior Lecturer	Reader	Professor
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<p><i>An expected level of achievement for Lecturer (Grade 7):</i></p> <p>Teaching meets points 1-7 of the teaching expectations in a manner that is informed by:</p> <ul style="list-style-type: none"> • Evidence of selecting and applying some scholarly informed tools and concepts in teaching and learning. • Scholarly informed rationale for teaching methods and tools used and/or evaluation and justification of teaching and assessment methods. • Application of some learning in teaching development activities. • Demonstrable integration of relevant educational practice and subject knowledge. 	<p><i>An expected level of achievement for Senior Lecturer (Grade 8):</i></p> <p>An established record of meeting points 1-7 of the teaching expectations in a manner that is informed by:</p> <ul style="list-style-type: none"> • Evidence of selecting and applying a range of scholarly informed tools and concepts in teaching and learning. • Detailed scholarly informed rationale for teaching methods and tools used. • Scholarly informed evaluation and justification of teaching and assessment methods. • Established application of learning in teaching development activities. • Established integration of relevant educational practice and subject knowledge. 	<p><i>An expected level of achievement for Reader (Grade 8):</i></p> <p>An established record of meeting points 1-7 of the teaching expectations in a manner that is informed by:</p> <ul style="list-style-type: none"> • An established record of scholarly-informed teaching drawing on advanced pedagogy and concepts in teaching and learning. • Sophisticated, scholarly informed rationale for teaching methods and tools used in own practice and/or for influencing teaching teams. • An established record of scholarly informed evaluation, justification and enhancement of teaching and assessment methods in own teaching and/or wider teaching teams. • Established application of learning and teaching development activities in own practice and/or some design and development of CPD to support the dissemination of scholarly and/or pedagogic practice. 	<p><i>Exceptional performance with respect to the following criteria:</i></p> <p>A sustained and exceptional record of meeting points 1-7 of the teaching expectations in a manner that is informed by:</p> <ul style="list-style-type: none"> • A sustained record of scholarly informed teaching and the use of cutting edge theory and practice in teaching and learning. • Leadership in setting and defining pedagogic principles or leadership in cutting edge teaching methods and tools. • A sustained record of scholarly informed evaluation, justification and enhancement of teaching and assessment methods in own teaching and/or wider teaching teams. • Sustained application of learning and teaching development activities in own practice and design and development of CPD to support the dissemination of scholarly and/or pedagogic practice.
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How to evidence this criterion

Colleagues should consider the reach, value and impact of their work which are defined as:

- **Reach:** The scale of influence (i.e. who has your teaching benefitted? How many students/staff are impacted? How broad is the group? A cohort? A specific group of students e.g. students from marginalised groups? Staff who will then use your work within their teaching?).
- **Value:** The benefit derived for staff and students.
- **Impact:** The difference made to policy, practice and/ or student outcomes as a result of an activity.

This criterion can be evidenced in the CV, statements and senior colleague statements:

- Data on the variety and number of students/units taught/assessed/supported can be employed.
- Assessment statistics (e.g., average marks, number of failed students – in the context of past performance and the current cohort.)
- Comments from students, colleagues, external examiners, senior academic advisor, programme directors, school heads of education, industry advisory boards, SSLC and PASS reps, senior T&L leadership.
- Output of peer review of teaching.
- Student survey results.
- Teaching awards – internal and external, including student voted awards such as SU awards.
- AdvanceHE Fellowship and other T&L related awards.
- Individual reflection on teaching philosophy.
- Citation of relevant literature or detail of relevant tools that have been used
- Clear demonstration of how development activities have informed teaching e.g. how has attendance at discipline specific conferences informed up to date teaching? How has attendance at T&L conferences or workshops/NAP sessions/L&OD activities informed teaching?