

## **Guidelines for Learning, Teaching & Scholarship Track**

### **Principles behind the evaluation of applications:**

1. Promotion to Grades 8, 9 and 10 on the R&T (Research & Teaching) and Learning, Teaching and Scholarship (LT&S) tracks should be equally demanding but distinctively different in terms of candidate profiles.
2. Categories on the LTS track are not equally weighted.
3. Applicants for promotion on the LTS track are required to demonstrate their achievements in relation to 4 categories (displayed on the documentation as sections): Learning and Teaching Practice; Scholarship; Knowledge Exchange and Impact; Leadership and Management; and Esteem.
4. The first two categories, Learning & Teaching Practice and Scholarship, Knowledge Exchange & Impact, will be addressed by way of an Account of Professional Practice (APP). The APP must incorporate appropriate evidence. A supporting statement from the Head of School that addresses the application and the APP must also be provided. Evaluation of the APP should be informed by the guiding questions associated with the grade of promotion sought.

### **Key Characteristics of the Learning & Teaching Track**

The normal expectation of candidates applying for promotion on the LT&S track would be that their output is increasingly characterised by scholarship, i.e. work that relates to the study and practice of learning and teaching within an HE setting. Outputs can also include, but should not be exclusively characterised by, subject-specific / disciplinary-specific research that is not related to learning and teaching. Where subject-specific / disciplinary-specific research is included, applicants must demonstrate how this relates to and is used to inform their teaching, in keeping with the research-led ethos of the University. In addition to outputs such as journal articles, text books, and professional guidance specified in the criteria below, forms of output such as dictionaries, scholarly editions, catalogues, contributions to major research databases, or other corpora of knowledge also constitute legitimate forms of discipline-specific and/or scholarly output. Outputs considered within promotion cases will be those that are validated by peers and influence others beyond the institution. Such validation may take the form of professional recommendations, evidence of citation, adoption of guidance or material by other institutions, and other similar indications that the outputs are high quality.

It is also expected that applicants will increasingly engage in knowledge exchange and impact. Evidence will be required to make a convincing case that behaviours, practices or policies of outside parties have changed in some way as a result of the applicant's expertise and contribution. This evidence may encompass, but is certainly not limited to, the particular definition of impact set out by HEFCE in the REF guidance.

### **Expected Profile of a Candidate on this track**

It is recognised that the profile of a member of staff who moves through from Grade 7 / 8 to Grade 10 will evolve across the categories that are outlined in the promotions criteria. The specific requirements for promotion / advancement therefore not only reflect the expected progression of a staff member within each category but also the change in the balance of their activity as their career develops. The normal expectation would be that at Grade 8, a profile would be weighted towards Learning and Teaching Practice (e.g. around 60% of the activity) with a more or less equal distribution of the remaining balance of activities across the categories. As the role develops, it should increasingly demonstrate Knowledge Exchange and Impact and Esteem as well as Leadership and Management, such that a Grade 10 profile would typically be more strongly weighted towards Scholarship, KE & Impact and Leadership and Management – around 60% - with the remainder across Learning and Teaching Practice and Esteem. This trajectory is further reflected in the professorial zoning criteria<sup>1</sup>.

### **Zoning**

Successful applicants will be zoned against the zoning criteria for Level 10. These are written with two purposes in mind: one is the placement of internally promoted staff and/or staff seeking to move zones; the other is the placement of staff appointed from elsewhere. As such, the wording differs in places from the wording of the criteria outlined here and one of the categories is separated out into two. The 4 categories in the promotions criteria should be the reference point for staff applying internally for promotion to level 10.

### **Account of Professional Practice (APP)**

The APP is a document that sets out the applicant's achievements in relation to "Learning & Teaching Practice" and "Scholarship, Knowledge Exchange & Impact". The text of the APP should be a narrative of no more than 3 pages in length (around 1500 words) excluding references. The APP should incorporate appropriate evidence as part of that narrative, and applicants should set out how they meet and, where applicable, exceed the range of criteria associated with the relevant sections of the application. It is recognised that teaching is more often than not a collaborative endeavor. Acknowledgement of collective efforts will not disadvantage any case, but applicants should make clear what their contribution was to joint efforts and, in particular, where they have made a distinctive contribution that is not captured elsewhere in the application.

The purpose of the APP is for candidates to demonstrate their approach to evidence-based learning and teaching practice, enhancement of the student experience, and to the dissemination of knowledge, knowledge exchange and impact. The APP should demonstrate to assessors how it is that an applicant is engaged in an approach to teaching that recognises the research-intensive nature of the University of Glasgow, and the value of a research-led educational experience for students. Applicants should provide a clear sense of the rationale for their choices about learning and assessment design and how they use research in teaching. They

also need to explain the context in which they have been operating and the influence of that context on their approach (for example, within a professional or clinical discipline, within a primarily large-class setting, etc.). Applicants should be clear within the APP about the impact of their approach on others; reflecting a growing degree of influence on the practice of others within and beyond the University of Glasgow as indicated in the criteria for the level of promotion being sought. Where applicants claim to be innovators, such claims must be justified by comparison with appropriate reference points such as practices elsewhere in the discipline and/or institution. Applicants must demonstrate achievement rather than intention; outcomes and impact, not only activity. Documentation should, where appropriate, indicate quality (e.g. scores for student evaluations) and development (e.g. actions taken in light of evaluations). Additional supporting evidence, such as course evaluations and other forms of student and peer feedback can be submitted in appendices but should be done so judiciously as this is an APP and not a portfolio. There are guiding questions to help shape the APP. These questions are tailored to the level of promotion being sought.

#### Professorial Applications

- In what ways, and to what extent, have you engaged in and led curriculum development and the introduction of new forms of learning, teaching and assessment?
- What evidence is there of the impact of your contributions on enhancing the student experience and how have you demonstrated responsiveness to student feedback?
- In what ways has your practice influenced others within your discipline / School / field of expertise nationally and internationally?
- How and where have you made use of theory and publications on learning and teaching in Higher Education?
- Candidates with a professional / clinical commitment should demonstrate how they have influenced the use of developments in the profession / clinical evidence in the curriculum.
- In what ways have you enabled students to engage in learning and/or personal development outside of the class setting (e.g. through work-based learning or enterprise-related activities)?
- How have your achievements aligned with the University's strategic objectives in relation to learning, teaching, the student experience and the development of graduate attributes?
- How, and to what extent, have you disseminated knowledge through published and other forms of output?
- In what ways have you contributed to knowledge exchange, external engagement and impact through your research / scholarship and related activities?
- What evidence is there of the impact of your practice and/or expertise on professional bodies, peer institutions, policy makers or other such external agencies?

#### Senior University Lecturer Applications

- How do you ensure the achievement of the stated Learning Outcomes for your teaching and what decisions lie behind your choices about assessment methods?
- What evidence is there of the impact of your contributions on enhancing the student experience and how have you demonstrated responsiveness to student feedback?
- What have you done to ensure up-to-date knowledge of different delivery techniques? How have you incorporated improvements and to what effect?
- How have you ensured a research-led approach to your own (and where appropriate others') teaching in terms of the subject-specific / disciplinary-specific content of courses to which you have contributed?
- What have you done to encourage active learning (particularly in large classes)?
- How have you incorporated best practice within your discipline to enhance your teaching, supervision and assessment? (Candidates with a professional commitment should demonstrate how they draw on relevant clinical evidence in teaching).
- What are the linkages between your practice (discipline-specific and/or scholarship) and your external engagement and profile?
- What evidence is there of the impact of your practice and/or expertise on professional bodies, peer institutions, policy makers or other such external agencies?

#### University Lecturer Applications

- How do you ensure the achievement of the stated Learning Outcomes for your teaching and what decisions lie behind your choices about assessment methods?
- What have you done to ensure an up-to-date knowledge of different delivery techniques? How have you incorporated improvements and to what effect?
- How have you ensured a research-led approach to your teaching in terms of the subject-specific / disciplinary-specific content of your teaching?
- What have you done to encourage active learning (particularly in large classes)?
- How have you incorporated best practice within your discipline to enhance your teaching, supervision and assessment? (Candidates with a professional commitment should demonstrate how they draw on relevant clinical evidence in teaching).
- What is the relationship between your teaching practice and scholarly or disciplinary research outputs?
- What contribution have you made to the student experience within your subject/School/College?

## Criteria Guidelines:

### Professor of Learning & Teaching Grade 10

For promotion to Grade 10, an application should demonstrate achievement of the criteria specified in three of the four categories bearing in mind the expected profile outlined above. Performance in the remaining category should satisfy the Grade 9 criteria.

The criteria for Professor (Grade 10) align with Descriptor 4 of the UK Professional Standards Framework (UKPSF) (<https://www.heacademy.ac.uk/professional-recognition/uk-professional-standards-framework-ukpsf>) as embedded within the University's Recognising Excellence in Teaching (RET) Framework. Descriptor 4 requires an integrated approach to academic practice, i.e. the integration of teaching, management, leadership, mentoring, research/scholarship, administration and/or service.

It is not necessary for applicants to have been awarded Principal Fellowship of the HEA or Principal Fellowship through the University's RET framework in order to be promoted at this grade. Any member of staff who has, however, been granted Principal Fellowship through either route will already have been required to evidence their achievements in relation to "Leadership & Management" in a 2,500 word reflective account of their leadership of learning and teaching, and as part of the University of Glasgow RET application will also have been interviewed about their achievements more broadly. As such, any pre-existing award of Principal Fellowship within the last 3 years will be accepted as prima-facie case of Grade 10 performance in this particular category.

### Senior University Lecturer, Grade 9

For promotion to Grade 9, an application should demonstrate achievement of the criteria specified in relation to Learning & Teaching Practice and at least two other categories.

The criteria for Senior University Lecturer (Grade 9) align with Descriptor 3 of the UK Professional Standards Framework (UKPSF) (<https://www.heacademy.ac.uk/professional-recognition/uk-professional-standards-framework-ukpsf>) as embedded within the University's Recognising Excellence in Teaching (RET) Framework. Descriptor 3 requires demonstration of "a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning".

Any member of staff who has been granted Senior Fellowship through the HEA or University's RET framework will already have been required to evidence "successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to learning and teaching" (UKPSF D3vii) through a 3000 word portfolio which includes four short practice-related case studies of which at least two must provide evidence of co-ordination, support, supervision, management and/or mentoring of others (D3vii). As such, the pre-existing award of Senior Fellowship within the last 3 years will be accepted as prima-facie case of Grade 9 performance in the "Leadership and Management" category.

### University Lecturer, Grade 8

For advancement to Grade 8, an application should demonstrate achievement of the criteria specified in Learning & Teaching Practice and at least one other category.

The criteria for University Lecturer (Grade 8) align with UK Professional Standards Framework (UKPSF) Descriptor 2 as embedded within the University's Recognising Excellence in Teaching (RET) Framework. Descriptor 2 is characterised by "a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning".

Any member of staff who has been granted Fellowship through the HEA or University's RET Framework (including completion of the PGCAP) will already have been required to provide a portfolio of teaching/learning support and practice that includes a reflective personal statement (1000 words), two practice-based case studies (each 500-600 words) and a written report of their teaching practice (observed by a colleague) and a reflection of the experience. The pre-existing award of Fellowship should give considerable assurance of achievement at Grade 8 in relation to "Learning and Teaching Practice" but should not be accepted as a prima-facie case of performance in this category at Grade 8. An APP is still required.

### University Lecturer, Grade 7

The criteria for University Lecturer (Grade 7) align with UK Professional Standards Framework (UKPSF) Descriptor 1 with elements of progression towards Descriptor 2 as embedded within the University's Recognising Excellence in Teaching (RET) Framework. Descriptor 1 is characterised by "an understanding of specific aspects of effective teaching, learning support methods and student learning".

### Grade 6

Appointments to grade 6 on the LTS track are very often to GTA positions, typically part-time positions with limited duties relating to learning and teaching. There are, however, some instances where this is not the case and a member of staff may have a full-time or part-time role that is closer to a lectureship in terms of the range of duties undertaken. Staff on Grade 6 appointments will have a job description that sets out those responsibilities within the context of their Unit (Subject / School).

There are no Grade 6 promotion criteria on the HR web pages because roles at this grade are much more varied than roles on a Grade 7 lecturer position and because it is unlikely that there would be someone on an LTS track who would be on a Grade 5 appointment and looking to progress to Grade 6. For staff who are on Grade 6 LTS and looking to be promoted to grade 7 LTS, the consideration is not what duties are undertaken at Grade 6, but rather, whether an applicant can demonstrate that they meet the criteria for Grade 7. The promotions criteria are simply that, criteria for promotion, not role descriptors.

The emphasis within the Grade 7 profile is on Learning and Teaching Practice (as aligned to Descriptor 1 of the UKPSF) and as someone progresses within that Grade, they will then work towards evidencing achievements appropriate to the criteria associated

with Grade 8 and aligned to Descriptor 2 of the UKPSF