

**Academic Promotion Criteria  
Learning, Teaching & Scholarship  
Grades 7-9**

	Grade 7 – University Lecturer	Grade 8 – University Lecturer	Grade 9 – Senior University Lecturer
<p><b>SECTION A: LEARNING &amp; TEACHING PRACTICE</b></p>	<p>Excellence is demonstrated through evidenced commitment to enhancing student learning and substantial achievement as an educator.</p>		
	<p>Evidence of a reflective and reasoned approach to teaching, course design, assessment and evaluation as evidenced through, development of teaching materials or methodologies influenced by pedagogy of the subject; contribution to development of courses; and effective use of technology enhanced learning, teaching and assessment.</p> <p>Enhancement of learning and teaching may also be demonstrated through the creation of active learning and inclusive learning approaches; introduction of new forms of learning (such as work-related learning and assessment, student enterprise, inter-disciplinary learning).</p> <p>Candidates should note any other achievements that contribute to evidence of their contribution to teaching excellence such as teaching awards and the development of subject-specific teaching materials / educational resources or guides.</p>	<p>A track record of a reflective and reasoned approach to teaching, course design, assessment and evaluation as evidenced through, use of student feedback to evaluate and develop teaching and assessment, and development of new teaching materials or methodologies influenced by pedagogy of the subject.</p> <p>Enhancement of learning and teaching may also be demonstrated through the development of innovative courses; effective embedding of technology enhanced learning, teaching and assessment; creation of active learning and inclusive learning approaches; introduction of new forms of learning (such as work-related learning and assessment, student enterprise, inter-disciplinary learning).</p> <p>Candidates should note any other achievements that contribute to evidence of their contribution to teaching excellence such as teaching awards and the development of subject-specific teaching materials / educational resources or guides.</p>	<p>To have undertaken required training and development to support the high-quality delivery of teaching modules, as evidenced, for example, by the completion of the PgCAP or other appropriate routes. This is a mandatory requirement in order to satisfy this criterion. Meeting this sub-criterion on its own will, however, not meet the overall expectation and will be considered alongside other evidence to provided</p> <p>Substantial track record of a reflective, reasoned and innovative approach to teaching, course design, assessment and evaluation as evidenced through, use of student feedback to evaluate and develop teaching and assessment, and development of new teaching materials or methodologies influenced by pedagogy of the subject.</p> <p>Enhancement of learning and teaching may also be demonstrated through the development of innovative courses; significant contributions to successful teaching collaborations across disciplinary boundaries; development and effective use of technology enhanced learning, teaching and assessment; use of approaches that support a collaborative and inclusive learning environment; external examining; introduction of new forms of learning (such as work-related learning and assessment, student enterprise, inter-disciplinary learning).</p> <p>Candidates should note any other achievements that demonstrate their contribution to teaching excellence such as teaching awards and the development of subject-specific teaching materials / educational resources or guides.</p>

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<p><b>SECTION B: SCHOLARSHIP, KNOWLEDGE EXCHANGE &amp; IMPACT</b></p>	<p>Excellence is demonstrated through the advancement of pedagogy in Higher Education expressed through Scholarship of Teaching and Learning (SoTL) activities and outputs, and also evidenced through influence on policy and practice across the wider educational landscape.</p>		
	<p>Scholarship of Teaching and Learning (SoTL), expressed through external- facing outputs. Disciplinary outputs can be included where they are shown in the APP to influence teaching and assessment of the discipline. Outputs can include: peer-reviewed journal publications of international standing; external policy and professional reports; monographs, text books, book contributions; professional guidance on learning and teaching (such as QAA, Advance HE reports/ guidance); dictionaries, scholarly editions; catalogues; contributions to major databases; or other corpora of knowledge.</p> <p>Contribution to knowledge transfer locally, or nationally to professions or professional bodies, business or industry that demonstrably influences Higher Education.</p> <p>Contribution to partnerships with external organisations, widening access, and other forms of outreach that benefit the student experience of Higher Education.</p> <p>Engagement with activities to promote public understanding, particularly through educational activities.</p> <p>Candidates should note any other achievements such as securing scholarships, supervision of PGR students and securing funding from internal or external sources.</p>	<p>Evidence of track record of high-quality achievement in Scholarship of Teaching and Learning (SoTL), expressed through external- facing outputs. Disciplinary outputs can be included where they are shown in the APP to influence teaching and assessment of the discipline. Outputs can include: peer-reviewed journal publications of international standing; external policy and professional reports; monographs, text books, book contributions; professional guidance on learning and teaching (such as QAA, Advance HE reports / guidance); dictionaries, scholarly editions; catalogues; contributions to major databases; or other corpora of knowledge.</p> <p>Contribution to knowledge creation and transfer to benefit external parties.</p> <p>Contribution to the development of partnerships with external organisations (such as schools, Education authorities and others) involved in widening access and other forms of outreach.</p> <p>Contribution to outputs or activities associated with the public understanding, particularly through educational activities.</p> <p>Candidates should note any other achievements such as securing scholarships, supervision of PGR students and securing funding from internal or external sources.</p>	<p>Evidence of a substantial track record of high-quality achievement in Scholarship of Teaching and Learning (SoTL), expressed through external- facing outputs. Disciplinary outputs can be included where they are shown in the APP to influence teaching and assessment of the discipline. Outputs can include:: peer-reviewed journal publications of international standing; external policy and professional reports; monographs, text books, book contributions; professional guidance on learning and teaching (such as QAA, Advance HE reports/guidance); dictionaries, scholarly editions; catalogues; contributions to major databases; or other corpora of knowledge.</p> <p>Contribution to knowledge creation and transfer to benefit external parties.</p> <p>Engagement with external bodies that influences practice and/or policy within the discipline and/or in relation to learning and teaching.</p> <p>Commitment to partnerships with external organisations (such as schools, Education authorities and others) involved in widening access and other forms of outreach.</p> <p>Development of activities associated with the public understanding, particularly educational activities.</p> <p>Candidates should note any other achievements such as supervision of PGR students and securing external funding.</p>

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<p><b>SECTION C: LEADERSHIP, MANAGEMENT &amp; ENGAGEMENT</b></p>	<p>Excellence is demonstrated through influencing learning and teaching practices, motivating colleagues, and coordinating activity that can be shown to have benefited staff and students and to have supported the educational mission of the University.</p>		
	<p>Effective performance of academic administrative duties in support of the student experience at Subject/School level or learner experience in other contexts.</p> <p>Some experience of co-ordinating the contributions of other staff to courses reflecting priorities in relation to enhancing the student experience.</p> <p>Contribution to School committees or initiatives relating to the learning environment.</p> <p>Participation in University activities such as those relating to: widening participation, schools outreach, student recruitment, student retention or transition.</p>	<p>Distinctive contribution to collective endeavours that have led to the enhancement of the student experience at Subject/School level.</p> <p>Effective co-ordination of courses and staff contributions to courses reflecting priorities in relation to enhancing the student experience.</p> <p>Distinctive contribution to a research or other project team and associated activities.</p> <p>Contribution to School committees or initiatives relating to the learning environment. This may include:</p> <p>Distinctive contribution to course/programme reviews or PSRs; support for GTA or PhD development.</p> <p>Participation in University activities such as those relating to: widening participation, schools outreach, student recruitment, student retention or transition.</p>	<p>Evidence of leadership and management that has led to the significant enhancement of the student experience at Subject/School level.</p> <p>Evidence of impact on the learning and teaching culture and practices of others within the School/Subject.</p> <p>Leadership in the development of courses/programmes in line with strategic priorities including elements such as:</p> <p>Embedding graduate attributes; attracting international students; developing study abroad pathways; reviewing programme structures; development of new programmes; engaging with practitioners.</p> <p>Leadership and co-ordination of a research or other project team and activities.</p> <p>Ongoing contribution to Subject/School/College committees that shape policy and practice.</p> <p>Distinctive contribution to quality assurance assessments within the University or discipline.</p> <p>Management of the delivery of teaching and learning. This may include activities such as: co-ordination of course tutors and/or GTAs; chairing of student liaison committees.</p>
<p><b>SECTION D: ESTEEM</b></p>	<p>Excellence is intrinsically reflected in the peer-assessed recognition of Higher Education-related educational activity and quality by external bodies.</p>		
	<p>Contributions to workshops and seminars for external bodies.</p> <p>Candidates should note any other forms of external recognition that might be pertinent to their LTS profile.</p>	<p>Contributions to workshops and seminars for external bodies.</p> <p>Reviewer role for discipline-specific or scholarship of learning and teaching (SoTL) related journals and/or external funding bodies.</p> <p>Candidates should note any other forms of external recognition that might be pertinent to their LTS profile.</p>	<p>Frequent contributions to workshops and seminars for external bodies.</p> <p>Evidence of contributions to external events that raise the profile of the University’s educational activities such as: professional bodies; university networks; professional networks.</p> <p>Membership of editorial boards or similar for journals or books and/or reviewer role for external funding bodies.</p> <p>Candidates should note any other forms of external recognition that might be pertinent to their LTS profile.</p>