

Guidelines for Learning, Teaching & Scholarship Track

Principles behind the writing and evaluation of applications:

1. Promotion to Grades 8, 9 and 10 on the R&T (Research & Teaching) and Learning, Teaching and Scholarship (LTS) tracks should be **equally demanding but distinctively different in terms of candidate profiles**.
2. Applicants for promotion on the LTS track are required to demonstrate their achievements in relation to 4 categories: Learning and Teaching Practice; Scholarship, Knowledge Exchange and Impact; Leadership and Management; and Esteem.
3. The first two categories, Learning & Teaching Practice and Scholarship, Knowledge Exchange & Impact, will be addressed additionally 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. Writing and evaluation of the APP should be informed by the guiding questions associated with the grade of promotion sought. These are provided below.
4. Where applicants are based outside the UK, working within one of our TNE partnerships, differing employment obligations will be taken into account when evaluating applications against the generic criteria.

Expectations of the Learning, Teaching and Scholarship Track

Applicant profiles on the LTS track should be demonstrably education-focused with achievements across the categories evidencing such a focus consistently. Accordingly, the normal expectation of candidates applying for promotion on the LTS track would be that their output is increasingly characterised by scholarship of teaching and learning (SoTL), i.e. *work that relates to the study and practice of learning and teaching within an HE setting*. SoTL is an important element of building an evidence base for, and engaging colleagues in changing teaching and assessment practices as set out in the Learning and Teaching Strategy. A range of types of SoTL output are specified in the criteria. Outputs considered within promotion cases will be those that are validated in a range of ways by peers and that are indicative of influence 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.

Outputs can also include, but should not be exclusively characterised by, disciplinary-specific research. However, where disciplinary research is included, applicants must demonstrate how this work relates to and is used to inform their teaching in ways that go beyond simply referencing their papers or including research evidence within the course.

It is also expected that applicants will increasingly engage in knowledge exchange and impact in ways that then be shown to benefit learning and teaching and/or public understanding. 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.

It is recognized that the profile of a member of staff who moves through from Grade 7 to Grade 10 will evolve across the categories that are outlined in the promotions criteria. This is reflected in the expectations associated with each grade as detailed below, with a growing emphasis on an applicant's external profile and reputation as they move through the promotion grades.

Account of Professional Practice (APP)

The APP is a key component of the application. It should set out the applicant's achievements in relation to "Learning & Teaching Practice" and "Scholarship, Knowledge Exchange & Impact". Candidates are expected to demonstrate their approach to evidence-based learning and teaching practice, enhancement of the student experience, the dissemination of knowledge, knowledge exchange and impact.

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 must demonstrate achievement of outcomes and impact, and should not simply list activity undertaken. What is important above all is to be clear about the impact of their approach on others; the higher the level of promotion being sought the greater is the expected degree of influence on the practice of others within and beyond the University of Glasgow. It is recognised that teaching is frequently a collaborative endeavour. 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 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 categories of the application. Documentation should, where appropriate, indicate quality (e.g. scores for student evaluations) and development (e.g. actions taken in light of evaluations). 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. 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.

The text of the APP should be a narrative of no more than 3 pages in length (around 1500 words) excluding references.

Guiding Questions for APPs in 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?

Guiding Questions for APPs in Senior 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?

Guiding Questions for APPs in 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?

Requirements for Promotion at each Grade

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 with performance in the remaining category satisfying the Grade 9 criteria. It is expected that candidates will demonstrate collegiality in each qualifying dimension. Collegiality is a threshold criterion and as such, may be a deciding factor in a promotion case.

The criteria for Professor (Grade 10) align with Descriptor 4 of the UK Professional Standards Framework (UKPSF) (<https://www.advance-he.ac.uk/guidance/teaching-and-learning/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 in order to be promoted at this grade. Any member of staff who has, however, been granted Principal Fellowship will already have been required to evidence their achievements in relation to "Leadership & Management" in a portfolio that includes a 3,750 word critical appraisal of their leadership of learning and teaching, and as part of the University of Glasgow's RET application process 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.

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 and not the zoning criteria which are applied by the Head of School in their Statement and by the Board of Review when applications are deemed successful.

Readership, Grade 9

Applications for readership must meet the Grade 9 Senior Lecturer requirements, and in addition, the Grade 10 criteria in Scholarship, Knowledge Exchange and Impact and in Esteem. Readership on the LTS track signifies particular personal achievement in developing an external reputation for excellence in Learning, Teaching and Scholarship. Peer reviewed evidence is of significance here – as with the Readership on the R&T track, there is an expectation that an individual's contribution will have excelled in making a substantial and sustained contribution to a body of knowledge around learning and teaching. It is expected that candidates will demonstrate collegiality in each qualifying dimension. Collegiality is a threshold criterion and as such, may be a deciding factor in a promotion case.

Senior Lecturer, Grade 9

For promotion to Senior Lecturer 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 Lecturer (Grade 9) align with Descriptor 3 of the UK Professional Standards Framework (UKPSF) (<https://www.advance-he.ac.uk/guidance/teaching-and-learning/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 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 portfolio which includes four short (maximum 750 words) practice-related case studies which 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.

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 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 Advance HE or the 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 600-750 words) and a written report of their teaching practice (observed by a colleague), and a reflection on 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

For advancement to Grade 7, an application should demonstrate achievement of the criteria specified in Learning & Teaching Practice.

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.

TNE Partner Institutions

It is recognised that the specific obligations of colleagues on the LTS track working within one of our TNE partnerships may differ to an extent from those in the UK. Equally, the differing organisational structures will mean terminology (e.g. School/Subject) do not translate directly. The promotions panel will adopt the standard criteria but will make an adjustment in recognition of those differing employment expectations and structures as guided by the relevant College Deans and supporting statements in the applications. Importantly in this respect, the requirement to complete the APP on this track offers candidates the opportunity to explain their effectiveness in teaching and supporting learning in context, and in evidencing their impact on student attainment for the panel to interpret those achievements appropriately within the organisational setting.