

**Academic Promotion Criteria
Readership Descriptors
Learning, Teaching & Scholarship**

Applications for readership must meet the Grade 9 requirements, and in addition, the Grade 10 criteria in Scholarship, Knowledge Exchange and Impact (SKE&I) and in Esteem. Readership on the LTS track signifies particular individual and personal achievement in developing an external reputation for excellence in Learning, Teaching and Scholarship. Peer reviewed evidence is of significance here – as with the R&T track, there is an expectation that an individual’s contribution will have excelled with regard to 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.

	Grade 9	Grade 9 - Reader	Grade 10 – Professor
SECTION A: LEARNING, TEACHING & PRACTICE	<p>Excellence is demonstrated through evidenced commitment to enhancing student learning and substantial achievement as an educator.</p> <p>Collegiality is exemplified by supporting colleagues in developing their practice or in adopting innovative approaches to teaching.</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>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.</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>		<p>Substantial and sustained track record of excellence in contributions to curriculum development, course design and other initiatives that advance the University’s ability to excel in its teaching and learning mandate. This may be evidenced by: Use of student feedback to evaluate and develop teaching and assessment at subject level; development of new teaching materials or methodologies influenced by pedagogy of the subject; development of innovative degree programmes; development of successful teaching collaborations across disciplinary boundaries; development and effective use of technology enhanced learning, teaching and assessment; external examining; enhancement of support for student transitions or vulnerable groups; non- traditional forms of learning (such as work-based learning and assessment, student enterprise, inter-disciplinary learning).</p>

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SECTION B: SCHOLARSHIP, KNOWLEDGE EXCHANGE & IMPACT	<p>Excellence is demonstrated through the advancement of pedagogy in Higher Education and evidenced influence on policy and practice across the wider educational landscape.</p> <p>Collegiality is exemplified by collaborative working with, and demonstrating support for, colleagues in effecting positive change in pedagogy and related policies and practices and/or public understanding of science.</p>		
	<p>Evidence of high-quality achievement in scholarship of learning and teaching that can include disciplinary research where the research demonstrably influences pedagogy and assessment design. Evidence should take the form of external-facing outputs that can include, peer- reviewed journal publications of international standing; external policy and professional reports; monographs, textbooks, 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>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 school, Education authorities and others) involved in widening access and other forms of outreach.</p> <p>Development of activities associated with the public understanding.</p> <p>Candidates should note any other achievements such as supervision of PGR students and securing external funding.</p>	<p>Evidence of sustained track record of high-quality achievement in scholarship of learning and teaching that can include disciplinary research where the research demonstrably influences teaching practice, curriculum design and assessment. Evidence should take the form of external-facing outputs that can include, peer- reviewed journal publications of international standing; external policy and professional reports; monographs, textbooks, 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>Sustained record of success in knowledge creation and transfer to benefit external parties and with evidence of impact.</p> <p>Substantial engagement with external bodies that influences practice and/or policy.</p> <p>Sustained commitment to, and development of, partnerships with external organisations (such as schools, Education authorities and others) involved in widening access and other forms of outreach.</p> <p>Leadership of activities associated with public understanding.</p> <p>Candidates should note any other achievements that contribute to evidence of a sustained track record of excellence in scholarship such as supervision of PGR students and securing external funding.</p>	<p>Evidence of sustained track record of high-quality achievement in scholarship of learning and teaching that can include disciplinary research where the research demonstrably influences teaching practice, curriculum design and assessment. Evidence should take the form of external-facing outputs that can include, peer- reviewed journal publications of international standing; external policy and professional reports; monographs, textbooks, 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>Sustained record of success in knowledge creation and transfer to benefit external parties and with evidence of impact.</p> <p>Substantial engagement with external bodies that influences practice and/or policy.</p> <p>Sustained commitment to, and development of, partnerships with external organisations (such as schools, Education authorities and others) involved in widening access and other forms of outreach.</p> <p>Leadership of activities associated with public understanding.</p> <p>Candidates should note any other achievements that contribute to evidence of a sustained track record of excellence in scholarship such as supervision of PGR students and securing external funding.</p>

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	<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>Collegiality is, for example, reflected in support provided for the training/coaching/mentorship of colleagues, and in evidenced contribution to college-level or Institution-level initiatives.</p>		
<p>SECTION C: LEADERSHIP, MANAGEMENT & ENGAGEMENT</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: Coordination of course tutors and/or GTAs; chairing of student liaison committees.</p>		<p>Evidence of a sustained level of leadership that has led to the enhancement of the student experience at subject/School/College or Institute level.</p> <p>Leadership of staff with evidence of impact on the learning and teaching culture and practices, and associated staff development.</p> <p>Educational leadership and policy contributions in the form of championing learning and teaching internally and externally and/or championing integrated academic practice.</p> <p>Mentorship of Early Career and other staff.</p> <p>Leadership of partnership activities / collaborations.</p>

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SECTION D: ESTEEM	<p>Excellence is intrinsically reflected in the peer-assessed recognition of quality by an external body.</p> <p>Collegiality is exemplified by the support of colleagues (especially those who are at earlier career stages) through prize nominations or facilitating the appointment of colleagues to external bodies (e.g., societies and committees).</p>		
	<p>Frequent contributions to workshops & seminars for external bodies.</p> <p>Evidence of contributions to external events that raise the profile of the University 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 discipline and/or profile in scholarship of learning and teaching.</p>	<p>Fellowship of subject specific societies.</p> <p>Membership of the steering committee or other similar executive role within national bodies concerning the discipline or teaching in HE.</p> <p>Track record of keynote presentations and invited talks.</p> <p>External awards for contributions to learning and teaching.</p> <p>Editorial roles in leading journals or books.</p> <p>Track record of invited contributions to workshops & seminars for external bodies.</p> <p>Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile in scholarship of learning and teaching.</p>	<p>Fellowship of subject specific societies.</p> <p>Membership of the steering committee or other similar executive role within national bodies concerning the discipline or teaching in HE.</p> <p>Track record of keynote presentations and invited talks. External awards for contributions to learning and teaching.</p> <p>Editorial roles in leading journals or books.</p> <p>Track record of invited contributions to workshops & seminars for external bodies.</p> <p>Candidates should note any other forms of external recognition that might be pertinent to their discipline and/or profile in scholarship of learning and teaching.</p>