

## **Substantiating your Application (Teaching and Learning Career Pathway)**

A range of evidence should be used to substantiate your application for promotion on the Teaching and Learning pathway. The quantity *and quality* of evidence provided must be such that it convincingly demonstrates how you meet the expectations under each of the three domains at the level relevant to your application. Progress through the levels of the pathway from lecturer to professor will be associated with sustained contribution, incremental progression, increasing excellence and leadership, and growing impact, influence and esteem.

### **Evidence**

This section gives examples of the types of evidence that would inform a Teaching and Learning Application. It is not expected that someone includes all of the below, and the list is not exhaustive. The evidence used to support an individual's application would be tailored to their individual contribution. Where individuals have made National Teaching Fellow or GOLD applications, they may well have collated some of this evidence previously, which can be used to inform the application for promotion.

*Teaching, Learning and Assessment-related outcome data:* - undergraduate and postgraduate course outcomes; undergraduate and postgraduate programme outcomes; undergraduate and postgraduate course evaluation data; undergraduate and postgraduate programme evaluation data; undergraduate and postgraduate recruitment data; undergraduate and postgraduate student survey data; postgraduate research students successful completions; delivery and development of continuing professional development courses for external practitioners and income generation from statutory and regulatory organisations etc.

*Examples of teaching innovation:* - teaching materials and methods (including links to specific on-line materials that demonstrate innovation where appropriate); innovations in assessment; engagement/partnership with students/external organisations, including support for subject-based student societies; recruitment and outreach activity; academic or pastoral support for students; development of placement provision, focussed work with particular populations of students (e.g. regarding attainment, progression, student experience, employability); development of Professional Statutory Regulatory Bodies curricula, practice standards or policies; with the aim of achieving recognised quality or kite marks and for development for continuous professional development within regulated professional sector with adoption of these examples beyond the programme/Department/Faculty/ University.

*Contribution to/leadership of initiatives, policy or strategy:* - developing and/or authoring Learning and Teaching and associated Strategies at Department, Faculty, University, and/or National/International level;

developing or leading teaching and learning-related initiatives in particular areas (e.g. employability, student experience, retention, assessment and feedback, new modes of delivery such as degree apprenticeships, distance learning, Continuous Professional Development) at Department, Faculty, University level and/or National/International level; developing or leading teaching innovations at Department, Faculty, University level and/or National/International; leading or collaborating with these.

*Outputs relating to research and scholarship (pedagogic or discipline related):* - Contributions to textbooks; published teaching resources (including widely used online resources); books/monographs/peer-reviewed journal articles; peer reviewed conference papers; curated exhibitions, literary works/performances, inventions; small scale internal seed funding; external grant income; keynote addresses at external events; invited workshops/presentations, to academic, practice or policy-related audiences;

*Particular roles, responsibilities and duties within the Department, Faculty and/or University:* Acting as a personal tutor; formal mentor; link tutor; course leader; stage/year lead; admissions/examinations Tutor or equivalent; Programme Leader; Head of Department; Director of Learning and Teaching/Student Experience/Partnerships and International/Strategic Development; Lead for a particular area of teaching and learning or the student experience (e.g. employability lead); demonstrable active membership or leadership of University networks.

*Membership of committees within the Department, Faculty and/or University:* - Membership of Departmental, Faculty and/or University committees, boards or working groups;

*External roles and responsibilities:* - External Examiner, or external reviewer roles for academic and/or professional or practice organisations/institutions; active involvement with Higher Education Academy, or being an expert witness or providing expertise for practice development or other HE organisations/bodies; editorial board membership of relevant teaching or academic journals / publication series; key role within management/committee structures of subject/discipline associations/ Professional, Statutory and Regulatory Bodies (PSRB)/teaching and learning organisations, NGOs etc; e.g. on advisory or charity boards, key governance roles etc.

*Engagement in external networks:* - Development and maintenance of collaborative academic or teaching partnerships (home, EU, international); membership of external discipline or professional practice networks or education-related networks or professional bodies; media engagement; engagement in outreach and community activities; enterprise activity; or strengthening local partnerships.

*Indicators of esteem:* - HEA recognition at D2 (Fellow/Lecturer/Senior Lecturer), D3 (Senior Fellow; Associate Professor/Professor) or D4 (Principal Fellow or equivalence of impact on other teachers/professional educators; for applications to Professor) level as appropriate to career level; internal awards; external awards (e.g. HEA National Teaching Fellowship, HEA Collaborative Award for Teaching Excellence); role within national and public bodies e.g. QAA, HEA, HEFCE, JISC, relevant professional body; leading or working collaboratively with others (nationally, internationally) on teaching-related projects/initiatives; Elected Fellowships/Senior Fellowships or equivalent recognition in professional bodies. Senior roles in professional regulatory bodies. Advisory or key governance roles as a practice or educational expert for external organisations, NGOs, Local or National Government etc.

*Peer/Line manager evaluation and review:* - External examiner Reports; external accreditation/PSRB review processes, outcomes and reports; feedback from committee/board/group chairs; peer review reports; manager feedback and assessment.