



GUIDELINES FOR EVIDENCE OF TEACHING AND CURRICULUM LEADERSHIP

1. General Note

- The University will seek evidence of a range of achievements, recognising that the balance of expectations and responsibilities differs between career pathways and career levels. All colleagues should be able to demonstrate a broad understanding of effective approaches to teaching and learner support as key contributions to high quality student learning. This document provides advice to support colleagues in choosing the information they include in their applications.
- Please keep the detail in each of these sections concise and relevant, underpinning them with examples and evidence of success, achievement and contribution.
- It is recommended that submission should not exceed five pages in total and the applicant should decide which areas described below to include.
- SET remains suspended and the SEM survey revised as a result of changes to teaching during the Covid-19 pandemic remains in use. There is no mandatory requirement to include SEM survey data within the banding application, unless applicants wish to do so. Historic SET scores, from prior to March 2020, are still available and can be combined with more recent evidence for teaching excellence such as peer observation and other qualitative feedback on teaching.
- Applicants should give evidence of both undergraduate and postgraduate teaching and (where applicable) contributions to delivery of continuing professional development.
- The Promotion Committee will be looking in particular for the evidence listed below, so please ensure that these are covered in your application:
 - a) teaching quality
 - b) teaching or curriculum leadership
 - c) teaching or curriculum innovation
 - d) good citizenship (including helping deliver PGCHE or ATP, supporting NRS (eg as mentor or reviewer), PhD supervision, outreach)

2. Evidence Suggested

The UK Professional Standards Framework (UKPSF) for Teaching and Supporting Learning in Higher Education (<https://www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf>) can be useful in helping colleagues to select examples from their practice that best represent the quality of their contributions to teaching and which provide a diverse evidence-base for demonstrating impact. For example:

- Professional learning (eg reflective commentary of impact of engagement and contribution to CPD, workshops, peer observation)
- Student engagement (eg formal and informal evaluation; student observation of teaching; staff-student co-design initiatives; response to SET/SEM feedback; personal tutoring)

- Curriculum development (curriculum design and review; contribution to quality assurance and enhancement processes; development of learning resources)
- Scholarship in T&L (eg organising, presenting or engaging with conferences and workshops; authoring, reviewing and editing for publication, grant proposals, awards and prizes)
- Leadership and collaboration (eg formal leaderships roles such as module convenor, exams officer, EDI co-ordinator, programme director; contributing to working groups and committees; mentorship and peer observation; co-teaching; PGR supervision)

3. Other suggestions which could be incorporated

- 3.1 Methods of assessment and feedback.
- 3.2 Methods used to evaluate your teaching and the outcome of evaluative methods used.
- 3.3 Peer review and feedback
- 3.4 Teaching Evaluation (through student review).

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Applicants choosing to present historic SET data collected prior to March 2020 should use BlueCastle (Evaluate).

To provide historic SET scores:

- Log in to <https://bluecastle-uk-surveys.nottingham.ac.uk> with your University username and password
 - Select Survey Reporting and SET Summary Report
 - Ensure the latest SET surveys are at top of the list by clicking on the arrow next to Dates
 - Select Print SET Summary Report
 - Change the Layout to Landscape so the results all fit on 1 page and save as a PDF.
 - (If for some reason this does not work, please use the 'Snipping Tool' to provide a screenshot of your last 3 years of SET results.)
- 3.5 Historic SET scores should be put into context, providing a qualitative interpretation of the scores for the Promotion Committee, which should be underpinned by evidence (eg students' comments) and successful examples of high quality teaching and learning activities. You should describe the response rates, how scores compare to previous years and how these scores relate to other SET scores, where available, in the School and/or Faculty.
 - 3.6 Comments from colleagues, derived from first-hand experience and observation of the applicant's teaching, when this is part of a School/Departmental peer evaluation scheme.
 - 3.7 Quotations from external examiners' reports on specific features.
 - 3.8 Comments on approach to and philosophy of teaching and learning, backed up by evidence of success (no more than 200 words).