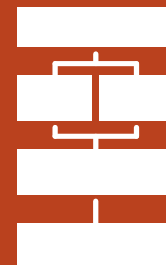



# The Career Framework for University Teaching



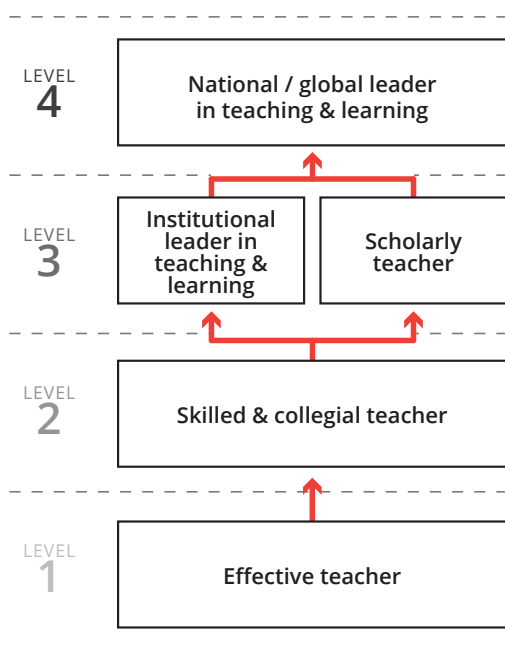
## Introduction

The Career Framework for University Teaching is designed to guide and support academic career progression on the basis of their contribution to teaching and learning. The Framework rests on the principle that all academics who teach – whether they be in an education-focused role or in a blended research/teaching role – should continue to strengthen the quality and impact of their teaching activities as they progress through their career. The Framework should be used alongside other mechanisms to evaluate and reward contributions academics make to their institution and discipline (such as research achievement) as appropriate to their role.

 This document is designed to be used in conjunction with [www.teachingframework.com](http://www.teachingframework.com) where full details of the Framework can be found

Offering both a structured pathway for academic career progression and an evidence base on which to demonstrate and evaluate teaching achievement, the Framework provides a template that universities can adapt to their career structures and progression points. It can be used to advance teaching achievement across the academic career, including appointment, professional development, appraisal and promotion.

The Framework is structured around four progressive levels of university teaching achievement. Level 1 – ‘the effective teacher’ – represents a threshold of teaching achievement which all academics should attain. Level 4 – ‘the national and global leader in teaching and learning’ – is likely to be reserved for those progressing to full professorships solely or predominantly on the basis of their teaching achievement.



For each level of teaching achievement, the Framework addresses the following three questions:



what is the academic's **sphere of impact** in their teaching and learning activities?



what **promotion criteria** define the academic's achievements in teaching and learning?

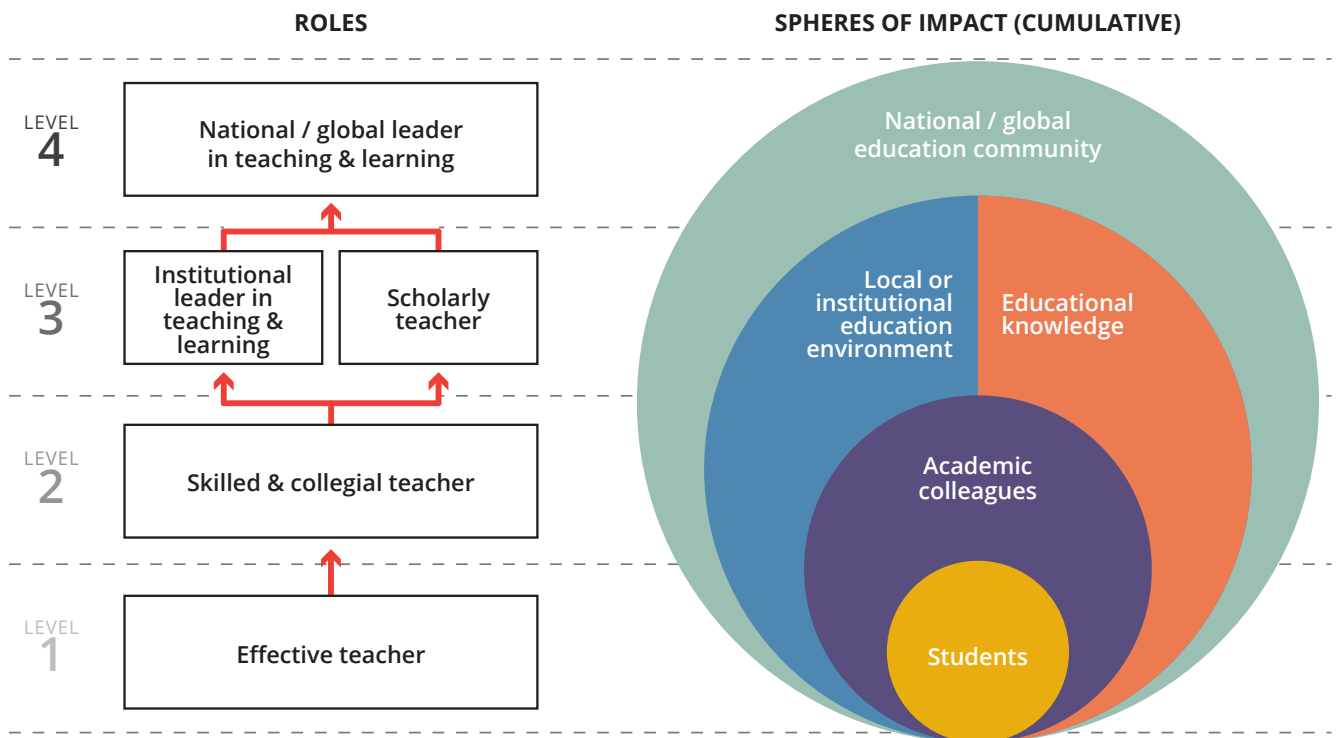


what **forms of evidence** can be used to demonstrate the academic's teaching achievements?

*Please note: the term 'teaching achievement' is used to denote an individual's contribution to and impact on teaching and learning at an institutional, national and global level, including contributions to educational research.*



Further details can be found at [www.teachingframework.com/framework/spheresofimpact/](http://www.teachingframework.com/framework/spheresofimpact/)



The four levels of the Framework are outlined above. They can be characterised in terms of the academic's sphere of impact in teaching and learning, which expands as they progress to each level. Please note: at level 3, the pathway splits, and individuals may elect to be assessed on the basis of their contributions to education at their home institution, and/or on the basis of their efforts in the scholarship of teaching and learning.

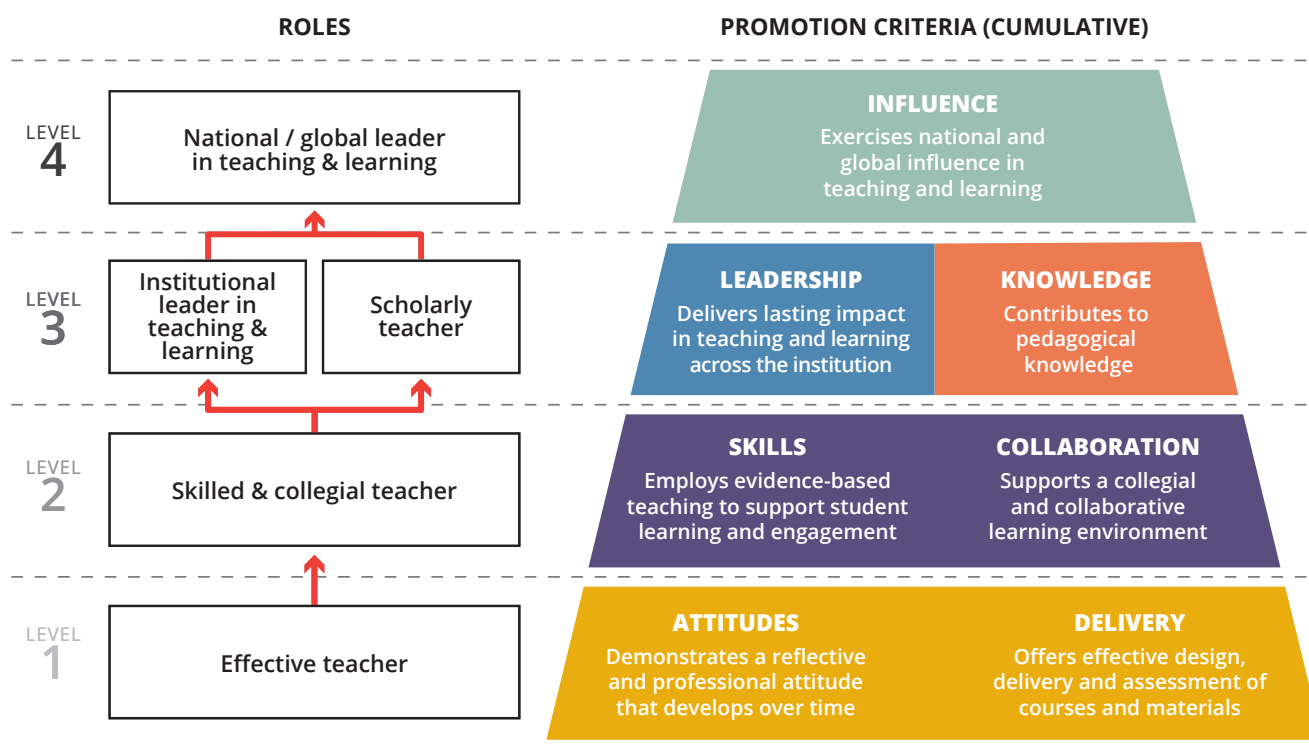
- LEVEL 1.** The **effective teacher** takes a conscientious and reflective approach, creating positive conditions for student learning and demonstrating effective teaching delivery that develops over time. *Their primary sphere of impact is the students they teach and tutor.*
- LEVEL 2.** The **skilled and collegial teacher** takes an evidence-informed approach to their development as a teacher and provides mentorship to their peers to promote a collegial and collaborative educational environment across their school or discipline. *Their sphere of impact encompasses their academic colleagues (as well as students).*
- LEVEL 3a.** The **institutional leader in teaching and learning** makes a significant contribution to enhancing the environment for inclusion and excellence in teaching and learning within and beyond their institution. *Their sphere of impact encompasses the educational environment at their school/university (as well as their impact on academic peers and students).*
- LEVEL 3b.** The **scholarly teacher** makes a significant contribution to pedagogical knowledge by engaging with and contributing to scholarly research which, in turn, influences educational practice within and beyond their institution. *Their sphere of impact encompasses 'educational knowledge', at their institution and within the community in their pedagogical fields of interest (as well as academic peers and students).*
- LEVEL 4.** The **national and global leader in teaching and learning** makes exceptional contributions to teaching and learning in higher education through national and global influence and leadership in educational practice and/or in pedagogical research. *Their sphere of impact encompasses the national/global education community (as well as the relevant spheres noted above).*

## B. Promotion Criteria



Further details can be found at [www.teachingframework.com/framework/promotioncriteria/](http://www.teachingframework.com/framework/promotioncriteria/)

The Framework's promotion criteria are conceptualised around the key capabilities that determine achievement at each level, as illustrated in the diagram below.



Again, it should be noted that, at level 3, career progression splits into two parallel branches – one focused on impact on the educational environment and one focused on impact on educational knowledge – and individuals can opt to focus on one or a combination of these branches. Both branches offer progression to the fourth level, as a recognised global leader in teaching and learning.

All levels of the Framework are cumulative, with achievement at a higher level expected to be **in addition to** continuing achievement at lower levels. The full promotion criteria corresponding to each level of the Framework can be accessed using the hyperlinks in the table below.

LEVEL	ROLE	CUMULATIVE CAPABILITIES	PROMOTION CRITERIA
4	national and global leader in teaching and learning	national and global <b>influence</b> in teaching and learning – in education knowledge and/or in educational practice	<a href="#">LINK</a>
3a	institutional leader in teaching and learning	educational <b>leadership</b>	<a href="#">LINK</a>
3b	scholarly teacher	educational <b>knowledge</b>	<a href="#">LINK</a>
2	skilled and collegial teacher	<b>skills</b> and <b>collaboration</b>	<a href="#">LINK</a>
1	effective teacher	<b>attitudes</b> and <b>delivery</b>	<a href="#">LINK</a>



Further details can be found at [www.teachingframework.com/framework/evidence/](http://www.teachingframework.com/framework/evidence/)

There is a range of different forms of evidence that can be used to demonstrate an individual's teaching achievement. These forms of evidence have been grouped into four broad domains:

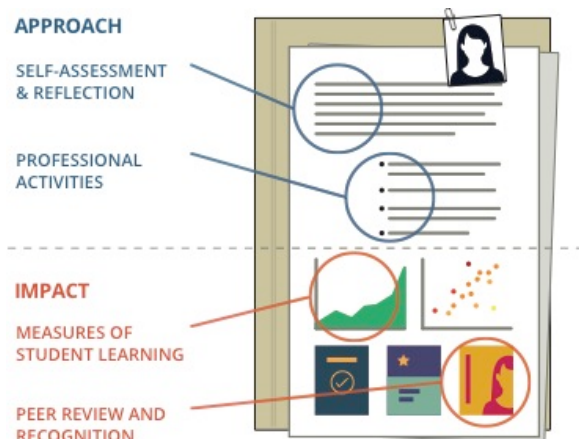
- **Self-assessment:** a self-reflective narrative describing the individual's educational approach, including how and why it has developed over time, as well as its impact.
- **Professional activities:** a description of the individual's professional activities in teaching and learning, providing insight into the nature, volume and range of contributions made, as well as their particular areas of interest and/or expertise.
- **Measures of student learning:** measures of student learning can be 'indirect' or 'direct'. 'Indirect measures' are evidence that has been shown to correlate with student learning, while not measuring it directly (e.g., pass rates, unsolicited student feedback, employer feedback). 'Direct measures' of student learning capture the knowledge/skills/attitudes of the student cohort, enabling evaluation of student performance over time or against a defined benchmark.
- **Peer evaluation and recognition:** assessments from peers, both internal and external to the university. Peer assessments can relate to a range of different aspects of an individual's teaching achievements, including their: (i) impact on teaching and learning within their institution, (ii) impact and influence beyond their own institution, including contributions to pedagogical knowledge, and (iii) esteem and recognition, through indicators such as teaching awards.

Using these four domains as a guide, examples of the types of evidence that academics could use to demonstrate their teaching achievement are given at [teachingframework.com/framework/evidence](http://teachingframework.com/framework/evidence) and are summarised overleaf

## Using evidence in an appointment/promotion case

Teaching achievement can be seen to rest on two key components: approach and impact. Where possible, candidates (e.g. for appointment or promotion) should present evidence from at least one approach domain and at least one impact domain within their teaching and learning portfolios:

- **APPROACH:** a candidate's approach can be viewed as the 'input', or the prerequisite, for achievement, and is typically demonstrated by a candidate's self-assessment and, at early career stages, their professional activities;
- **IMPACT:** a candidate's impact can be viewed as the 'output' for achievement and is captured through a wider range of evidence, including professional activities at more advanced levels, direct and indirect measures of student learning and peer assessment.



The blend of evidence sources used by candidates will vary considerably, depending on the nature of their teaching contribution. However, a candidate's 'approach' is likely to play a more prominent role at levels 1 and 2 of the Framework, while their 'impact' is likely to play a more prominent role at levels 3 and 4.

TABLE: Examples of evidence that could be included in a promotion case for each level of teaching achievement, structured within four evidence domains

	Self-assessment	Professional activities	Measures of student learning	Peer review and recognition
National and global leader	Reflects on their national and global influence in teaching and learning, and their impact on advancing educational knowledge, collaboration and/or excellence	Sources listed for Institutional Leader in Teaching and Learning, plus: <ul style="list-style-type: none"> <li>- Participation in government consultation committees</li> <li>- Invited speaker at national/global events in teaching and learning</li> <li>- Participation in and leadership of high-impact national and global educational programmes</li> </ul>	Sources listed for Institutional Leader in Teaching and Learning, plus: <ul style="list-style-type: none"> <li>- Institutional surveys of student perception or experience</li> <li>- Institutional pass rates/progression rates</li> <li>- Standardised tests (institutional level)</li> </ul>	Sources listed for Institutional Leader in Teaching and Learning, plus: <ul style="list-style-type: none"> <li>- Publications, citations, research grants and income within the field of teaching and learning</li> <li>- National and global press coverage</li> <li>- National/global awards and prizes</li> </ul>
Institutional leader	Reflects on how their leadership in teaching and learning has helped to create an inclusive, supportive and aspirational learning environment that advances student learning	Sources listed for Skilled and Collegial Teacher, plus: <ul style="list-style-type: none"> <li>- Leadership role in strategic institutional curriculum and/or policy development</li> <li>- Design and delivery of high-impact course innovation</li> <li>- Leadership of QA or accreditation processes</li> <li>- External reviewer/trainer/advisor</li> </ul>	Sources listed for Skilled and Collegial Teacher, plus: <ul style="list-style-type: none"> <li>- Assessments made by graduate recruiters and employers</li> <li>- Students' self-reported learning gains, student engagement surveys (programme or institutional level)</li> <li>- Programme pass rates/progression rates</li> <li>- Concept tests or standardised tests (programme level)</li> </ul>	Sources listed for Skilled and Collegial Teacher, plus: <ul style="list-style-type: none"> <li>- Letters of reference from senior university managers, external collaborators and those who have taken inspiration from the candidate's educational approaches</li> <li>- Reports from collaborators, external impact reports/case studies</li> </ul>
Scholarly teacher	Reflects on their personal teaching philosophy, describing how evidence-informed approaches are used to contribute to both student learning and pedagogical knowledge	Sources listed for Skilled and Collegial Teacher, plus: <ul style="list-style-type: none"> <li>- Active use of 'Action Research' methods in their teaching practices</li> <li>- Invited speaker at key events in teaching and learning</li> <li>- Reviewer of scientific papers and articles about teaching and learning within and/or beyond own discipline</li> <li>- Visiting/honorary position held at other institutions</li> <li>- Active member of teaching and learning research group</li> </ul>	Sources listed for Skilled and Collegial Teacher, plus: <ul style="list-style-type: none"> <li>- Students' self-reported learning gains (course level)</li> <li>- Student engagement surveys (course level)</li> </ul>	Sources listed for Skilled and Collegial Teacher, plus: <ul style="list-style-type: none"> <li>- Letters of reference from research collaborators</li> <li>- Refereed conference and journal publications in teaching and learning</li> <li>- Research grants and income for teaching and learning development projects</li> </ul>
Skilled and collegial teacher	Reflects on their personal teaching philosophy and its development over time, as well as the role they play in nurturing an academic environment that advances collective educational excellence	Sources listed for Effective Teacher, plus: <ul style="list-style-type: none"> <li>- Mentoring and peer-coaching of teaching colleagues</li> <li>- Participation in programmes of educational reform, innovation and/or development</li> <li>- Membership of institutional educational committees</li> <li>- External examiner/trainer</li> <li>- Participation in teaching and learning conferences/events within and/or beyond their school or discipline</li> </ul>	Sources listed for Effective Teacher, plus: <ul style="list-style-type: none"> <li>- Retrospective assessment by alumni</li> <li>- Assessments made by graduate recruiters and employers with respect to specific courses/experiences</li> <li>- Student and/or institutional prizes/achievements that can be linked to specific course/programme</li> <li>- Student learning journals</li> <li>- Concept tests (course level)</li> </ul>	Sources listed for Effective Teacher, plus: <ul style="list-style-type: none"> <li>- Letters of reference from: staff mentees, external examiners and collaborators</li> <li>- Authorship of widely-used text books and e-learning materials</li> <li>- Pedagogical conference presentations</li> <li>- Institutional and national teaching awards/fellowships/prizes</li> </ul>
Effective teacher	Reflects on their educational approach and its development over time, identifying how it supports effective student learning in the context of the cohort, discipline and institution	<ul style="list-style-type: none"> <li>- Details of courses taught (student numbers, nature of teaching, assessment methods, etc.)</li> <li>- Details of student support and guidance provided</li> <li>- Participation in certification and training in teaching and learning</li> <li>- Samples of course materials</li> <li>- Construction of a teaching portfolio</li> </ul>	<ul style="list-style-type: none"> <li>- Student evaluation surveys and student interview feedback</li> <li>- Informal and unsolicited student feedback</li> <li>- Pass rates, attrition rates and student progression that can be attributed to specific courses</li> <li>- Examination/assessment results, benchmarked against other cohorts</li> <li>- Evaluation of student products or projects</li> </ul>	<ul style="list-style-type: none"> <li>- Peer observation of teaching</li> <li>- Peer review of course content, objectives and materials and/or teaching portfolio</li> <li>- Review and letters of reference from teaching mentor</li> <li>- Letters of reference from: students, alumni, Director of Studies, Head of School and course/programme leaders</li> </ul>