

Learning Promotions
Frequently asked questions

1. The Learning role profiles are very long. Do I need to do everything listed?

No. These are representative work activities; we don't expect everyone to be doing everything. We're also aware that some staff are undertaking different tasks. They are intended to provide an indication of the types of tasks, and their level of complexity, which would be expected at the different levels, demonstrating the typical progression in these tasks. Staff are encouraged to produce a claim based on their own role which is appropriate for their departmental context. It is expected that the role profiles will provide a point of reference for those designing new jobs. Doing so will support future promotions possibilities by providing staff with a set of tasks in which they can grow and progress.

2. Do I need to fill in all the sections on the form?

No. Please fill in the sections which are relevant for your role.

3. What titles will be available for staff applying for promotion within the educational research pathway?

It is expected that the full title conferred will reflect the disciplinary context, e.g., Professor of Engineering Education, Associate Professor of Digital Education, Professor of Higher Education etc.

4. Is there a requirement for staff to complete the PG Certificate, Diploma or Master's in University Learning and Teaching?

No. However, completion of a relevant, practice-based qualification would provide good, recognisable evidence for your application for promotion.

5. To apply to the educational research pathway, will I be required to supervise students?

No. We recognise that there will be fewer opportunities for staff to build a research group as they would do within their own discipline, and that it's very unlikely that big educational research groups will develop. There is funding available through the Learning and Teaching Strategy to support innovation, and this includes funding to support evaluation and research. You might therefore include in your Department's bid a part-time or full-time PhD student as part of your project; these can be recruited in collaboration with CHERS.

6. What's the link between the practitioner and research streams?

We believe that it's important for staff to engage in evaluation and critical enquiry as part of the development of an evidence-based personal practice. We aim to support our learning technologists to undertake scholarly activities where they wish to develop in this area, while also supporting staff who prefer not to engage in educational research. Gaining promotion via the educational research route will be difficult. Progression in research will involve a growing national and international reputation, combined with individuals making an increasing impact on the discipline.

7. What if my line manager doesn't support my application?

Staff can make a personal application for promotion.

8. How can I encourage my line manager to agree to my spending time on educational research?

We encourage all Departments to write job descriptions which make space for scholarship as we believe that this will be an important way for managers to attract and retain good people. Heads of Department who have questions about how best to support their Learning and Teaching staff should discuss this with the Vice-Provost (Education and Student Experience) or Director, Centre for Higher Education Research and Scholarship.

9. How do we demonstrate evidence-based practice?

There's no requirement for submission of a formal portfolio. We encourage staff to review the paperwork and think about how best to evidence good practice in their own practice. Evidence might include a statement from a student, from a line manager or course lead; this will depend on the narrative case that you are making.

10. How will you know when you've done enough in terms of evidence-based practice?

Staff should look at the role descriptors, which are quite comprehensive, and have an informed conversation with their line manager. We also encourage staff to come and talk to one of the promotions panel on a case-by-case basis. Opportunities will grow in line with the implementation of the Learning and Teaching Strategy.

11. Is guidance available for staff in how to evidence educational research?

Appendix 5 of the Academic Promotions Guidance [Criteria for Senior-Learning-Teaching-Staff](#) includes a guidance note on using educational publications for promotion. Staff can also discuss this directly with the Vice-Provost (Education and Student Experience) or Director, Centre for Higher Education Research and Scholarship.

12. Is practitioner pathway available to people without a student-facing role?

Yes. There will be a number of roles in this job family where staff are not in student-facing roles.

13. You suggest submitting a supporting statement from a student. Would this not risk introducing power issues?

This will depend on the case that you're making. If, for example, your case is that you have introduced an exciting innovation, then you might look at comments already received (for example in SOLE or a SACA nomination), as evidence for good innovation is likely to include the student voice. As we start working with students as partners in educational projects, there will be opportunities to seek different kinds of statement. We recommend that staff think about what would provide the best evidence to support their claim.

14. Will all Learning and Teaching job descriptions need to be re-written?

No, this would not be appropriate. Staff are encouraged to discuss their roles and opportunities with their line managers as part of their Annual Review Conversation (ARC), thinking about the opportunities available as part of the Learning and Teaching Strategy.

15. What's the timeline for the promotions process?

The timelines for the promotions processes are published on the Learning Promotions webpage. There are three promotion processes per academic year.

16. Will all Learning staff be considered for promotion?

Yes. Heads of Department will be asked, at least once each year, to consider the grading of all members of Learning staff in the Learning and Teaching job family within their Department. They should also consider whether any staff who are outside of the Learning and Teaching job family should be considered for transfer into the Learning job family.