

Royal Society of Biology Higher Education Teacher Career Progression Framework



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Introduction

Traditionally universities have been responsible for carrying out two main activities, education and research. Some have considered that the gradual increase in importance of the research excellence framework (REF), since its inception in the latter parts of the last century, has led to an imbalance such that research has been considered a highly geared activity compared to education. The REF is designed to quantify research excellence in universities and is associated with the universities receiving directly linked income. During the last few years when universities have undergone change in terms of educational finances (reduction of HEFCE grants for payment of student fees and introduction of student loan systems) discussions concerning the importance of education within universities have come to the fore. It has been recognised that imbalances among academics exist in many universities. For example, for many years promotion was geared towards research successes, which are relatively easy to measure in terms of research income and published research manuscripts, compared with education success. This is now starting to be addressed. However, the definition of markers of success for an academic who has the main activity of education, have not been comprehensively defined. There is now an urgent need to define these, in a manner that is complete and cohesive. The Government has expressed a strong and urgent desire to build a culture that allows university teaching to have an equal status with research, in terms of professional recognition, career progression and pay. At present the Teaching Excellence Framework (TEF) Green Paper is under consultation. It is now considered inevitable that the TEF will run alongside the REF in future years.

Working Group

A working group consisting of members from across the Biological Sciences was convened to consider markers of teaching excellence. The output from the meeting is the following document which we hope will continue to evolve and develop.

The aims of the resulting document include:

- To provoke discussion among members and allied societies that will enable a coherent and modern framework by which excellence among university teachers in the biosciences, life sciences and related subjects may ultimately be recognised and rewarded in universities.
- To provide a guide to teachers seeking to assemble portfolios to progress their next steps in educational careers.
- To direct teachers in higher education to the support available from learned societies.
- To provide guidance for those who are mentoring staff whose career progression requires evidence of achievements in teaching.
- To support bodies involved in the assessment of an individual's teaching (e.g. promotion panels).

The Framework

The framework has been divided to indicate the experience a teaching focused academic may be expected to demonstrate at the level of lecturer, senior lecturer/reader and chair/professor. The framework is then separated into the following four areas:

Effective Teaching: Covering curriculum development, teaching and learning strategies, assessment and feedback, supporting students, developing employability skills, reflective practice, education research and scholarship.

Professional Engagement: Covering engagement with the teaching community internally and external to your institution, engagement with professional bodies, involvement in accreditation processes, involvement in external examining processes, peer review processes and editorship.

Professional Recognition: Covering nominations for/receiving teaching awards, receiving grants and fellowships, acceptance onto professional registers, being invited to do reports, invited to speak at / chair conferences, sharing good practice, membership of external panels and committees, working with the media.

Educational Leadership and Strategic Impact: Covering curriculum development, pastoral support, collegiate working, mentoring and supporting colleagues, subject leadership, development of institutional educational strategies, outreach and recruitment, management of resources, internationalisation

We would like to thank the Heads of University Biosciences and the Physiological Society for their support in putting together the framework.

	Indicators	Lecturer	Senior lecturer / Reader	Chair / Professor
Effective Teaching	Demonstrating how you are developing teaching, learning, assessment and feedback strategies and implementing them effectively to ensure student progress.	<ul style="list-style-type: none"> ✓ Contribution to teaching and learning on courses you teach, including new innovative methods. ✓ Give examples of strategies to engage students within lectures, seminars, small groups and individually. ✓ Demonstrate an understanding of variety of techniques that can be used to teach practical work. ✓ Providing individual and group feedback. ✓ Producing resources to use for assessment purposes. ✓ Respond in an appropriate and timely fashion to student queries. ✓ Rapid assignment turn-around. ✓ Favourable feedback from students. ✓ Supervision of undergraduate and /or postgraduate projects. ✓ Contribution to module development, as module coordinator or deputy coordinator. 	<ul style="list-style-type: none"> ✓ Lead co-ordinator for at least one substantive module. ✓ Detailed course plans that show provision of different teaching and learning strategies. ✓ Creating new courses / lecture series. ✓ Developing ways of demonstrating practical techniques and new lab work strategies. ✓ Developing strategies for lecture theatre teaching and small groups and seminar teaching styles. ✓ Taking on teaching administration tasks. ✓ Identify different strategies to enable the assessment of practical skills compared to applications of knowledge. ✓ Building in evaluation strategies into new teaching plans so that your effect may be quantified, e.g. by better pass rates or increased student engagement ✓ Adding resources to teaching websites such as the RSB HE teaching website and the Life Science Teaching Resource Community. 	<ul style="list-style-type: none"> ✓ Demonstrate clear understanding of how the education process works in your own institution and elsewhere, including an appreciation of the necessary administrative and quality assurance processes. ✓ Support colleagues in implementing novel teaching methodology. ✓ Support colleagues in implementing novel assessment methodology. ✓ Lead on exam/assessment boards. ✓ Act as an External Examiner (you can register through the RSB's external examiners database).
	Demonstrating how you are being a reflective practitioner and making changes to improve your teaching.	<ul style="list-style-type: none"> ✓ You are reflective taking on board feedback which is used to make improvements to the modules / programmes you teach. ✓ Maintain a professional development record (for example the RSB CPD record) and reflect on professional development activities that you have participated in and how they can feed into improving your teaching practice. 	<ul style="list-style-type: none"> ✓ Reflect on teaching across the department. ✓ Support the development and implementation of school wide initiatives. ✓ Develop initiatives which improve teaching based on feedback from students and colleagues. 	<ul style="list-style-type: none"> ✓ Disseminate the outcomes of your reflections / evaluations / experience at a national / international level through presentations and publications. ✓ Contribute to learning with your discipline via your professional body.
	Demonstrating the ways in which you support the diverse individual needs of students.	<ul style="list-style-type: none"> ✓ Recognise the diversity of student needs, and develop pastoral support to ensure equity of access to teaching and learning. ✓ Allowing choice in the method of submission of work. ✓ Using technology to record lectures – enabling students' access to the information after the sessions. ✓ Participation in workshops and seminars focussing on widening participation. ✓ Continued collaboration with widening participation officers within your institution. 	<ul style="list-style-type: none"> ✓ Demonstrate a sustained track record of implementing successful student support. ✓ Moving towards leading student support within a school or the department. This may involve organising additional 'catch up' sessions, 'essay writing' lessons etc. ✓ Setting up buddying systems / mentoring between students of different year groups. ✓ Supporting outreach activity. 	<ul style="list-style-type: none"> ✓ Work with your professional body at a national / international level to ensure that the needs of students across the wider sector are supported. ✓ This may involve taking a lead role in the validation of provision at other institutions; being part of a society response to national policy consultations; or it may involve the dissemination of your own work in this area.

	Indicators	Lecturer	Senior lecturer / Reader	Chair / Professor
Effective Teaching	Enabling students to develop employability skills	<ul style="list-style-type: none"> ✓ Embed employability skills into programmes that you teach. 	<ul style="list-style-type: none"> ✓ Producing extra resources and workshops to support students developing employability skills. ✓ Facilitate opportunities for students to engage with science professionals. 	<ul style="list-style-type: none"> ✓ Developing and implementing an institution wide employability strategy.
	Engaging in scholarship relating to pedagogy. This may include: updating knowledge, applying for funding, participation in research, publication.	<ul style="list-style-type: none"> ✓ Engaging with educational literature (for example the Journal of Biological Education) and applying literature to your own practice. ✓ Taking part in institutional learning and teaching days. ✓ Giving talks and poster presentations internally. ✓ Attending and participating in seminars, lectures and conferences relating to pedagogy in your subject (for example the Heads of University Biosciences Spring meeting which focuses on teaching, teaching workshops organised by The Physiological Society). ✓ Applying for grants and awards (for example international travel grants for teachers to conferences, available from the Physiological Society, the Royal Society of Biology has travel grants of £500 available to those early in their career, the David Jordan Teaching Awards from the Physiological Society are available for teachers in their early career). 	<ul style="list-style-type: none"> ✓ Publication in peer reviewed journals (for example the Journal of Biological Education). ✓ Contributing resources to the wider teaching community (for example adding resources to the RSB HE teaching website and the Life Science Teaching Resource Community). ✓ Invitations to give talks at national meetings (for example the Heads of University Biosciences Spring meeting). ✓ Applying for grants and receiving small awards of funding for small scale local teaching initiatives (for example International travel grants for teachers to travel to conferences are available from the Physiological Society. The David Jordan Teaching Awards from the Physiological Society for teachers in their early career). ✓ Supervision of education research students. 	<ul style="list-style-type: none"> ✓ Repeatedly published and/or have internationally recognised publications. Funding on a large scale for pedagogical initiatives. ✓ Requested as a keynote speaker or organiser of conferences. ✓ A positive track record of successful supervision of education research students ✓ Applying for and receiving larger awards of funding for teaching initiatives.
	Engaging in scholarship relating to the subject specialism being taught. This may include: updating knowledge, applying for funding, participation in research, publication.	<ul style="list-style-type: none"> ✓ Engaging with scientific journals and publications to keep abreast of literature and research within the subject. ✓ Updating content on courses you are teaching. ✓ Attending and participating in seminars, lectures and conferences relating to your field (for example the Heads of University Biosciences Winter meeting which focuses on research). 	<ul style="list-style-type: none"> ✓ Contributing to the development of chapters in textbooks and online literature relating to your subject. 	<ul style="list-style-type: none"> ✓ Developing online learning materials for your subject. ✓ Editing publications (books, journals, online articles) within your subject.

	Indicators	Lecturer	Senior lecturer / Reader	Chair / Professor
Professional Engagement	Actively engaging with your teaching community at an institutional level	<ul style="list-style-type: none"> ✓ Active membership of department / school level committees. ✓ Representative on faculty committee for teaching and learning. 	<ul style="list-style-type: none"> ✓ Chairing departmental committees and an active member of faculty/institutional committees 	<ul style="list-style-type: none"> ✓ Chairing committees at a faculty/institutional level. ✓ Be involved in university wide decision making and governance.
	Demonstrating engagement with the Professional Bodies relevant to your field of expertise.	<ul style="list-style-type: none"> ✓ Accepted as a member of professional bodies relevant to your area of expertise (for example the RSB and other specialist member organisations). ✓ Attending courses, workshops, meetings which are delivered by the professional body. 	<ul style="list-style-type: none"> ✓ Continued active involvement with the work of the professional bodies. ✓ May be a member of the professional bodies' education committees or groups (for example the RSB Curriculum Committee, the Biology Education Research Group, Heads of University Biosciences, Education Training and Policy Committee, Degree Accreditation Committee, The Physiological Society Education & Outreach Committee, British Pharmacological Society Education Committee). 	<ul style="list-style-type: none"> ✓ A sustained and active member of committees. ✓ Chairing committees within professional bodies
	Participation in external examining processes and examination boards	<ul style="list-style-type: none"> ✓ Member of exam boards within the institution. 	<ul style="list-style-type: none"> ✓ Chairing an exam board within a department or school. ✓ Some senior lecturers may be external examiners (you can register through on the RSB's external examiners database). 	<ul style="list-style-type: none"> ✓ Invited to be an external examiner (you can register through on the RSB's external examiners database). ✓ Regularly completing external examining work.
	Demonstrate involvement in accreditation practices, quality assurance and strategic review processes		<ul style="list-style-type: none"> ✓ Sit on quality assurance and accreditation review panels at your institution. ✓ Support your department in applying for and achieving accreditation and advanced accreditation for your programmes. 	<ul style="list-style-type: none"> ✓ A sustained track record of being part of quality assurance and accreditation panels. ✓ Holding external positions on quinquennial reviews (QAA reviews). ✓ Supporting accreditation of degrees in the wider community (for example acting as an assessor or being a member of the RSB degree accreditation committee).

	Indicators	Lecturer	Senior lecturer / Reader	Chair / Professor
Professional Engagement	Demonstrate that you are involved in external collaborations and working partnerships	<ul style="list-style-type: none"> ✓ Be part of a range of networks, within your institution and outside of your institution (for example the Biology Education Research Group, special interest group of the Royal Society of Biology and The Physiological Society Education and Teaching Theme). ✓ Be an active member of your learned society (for example take part in local branch activities). 	<ul style="list-style-type: none"> ✓ Leading networks internally and being part of external networks for example (being the contact point at your university for Heads of University Biosciences special interest group of the Royal Society of Biology or the institutional representative of The Physiological Society). 	<ul style="list-style-type: none"> ✓ Leading and developing external networks (for example being part of the Executive committee for external groups such as the Heads of University Biosciences, being on the Curriculum Committee, being part of the Education Training and Policy Committee or Degree Accreditation Committee).
	Be able to give examples of how you are involved in editorship and pedagogical review processes.	<ul style="list-style-type: none"> ✓ Accept any opportunities for peer reviewing work. 	<ul style="list-style-type: none"> ✓ Have a sustained track record of reviewing pedagogical research, funding applications, research papers and/or fellowship applications. 	<ul style="list-style-type: none"> ✓ Have a sustained track record of reviewing pedagogical research, funding applications, research papers and/or fellowship applications. ✓ May be invited to be an editor of different publications (for example a member of the editorial panel for the Journal of Biological Education or Advances in Physiology Education). ✓ Be part of the reviewing panel for applications for promotion within your institution or outside of your institution.

	Indicators	Lecturer	Senior lecturer / Reader	Chair / Professor
Professional Recognition	Recipient of awards which recognise excellence within teaching.	<ul style="list-style-type: none"> ✓ Nominated for teaching excellence awards by students or other members of staff for awards within your institution. 	<ul style="list-style-type: none"> ✓ Recipient of awards recognising your teaching from students. ✓ Recipient of institutional awards recognising teaching. 	<ul style="list-style-type: none"> ✓ Nominated for/recipient of national awards for teaching (for example HEA National Teaching Fellowship the RSB Higher Education Bioscience Teacher of the Year award, BPS Rang Prize, Physiological Society Otto Hutter Teaching Prize) and/or nominated/recipient of international awards that recognise teaching.
	Awarded grants and fellowships relating to teaching.	<ul style="list-style-type: none"> ✓ Applying for and attracting grants and fellowships (for example David Jordan Teaching Awards from the Physiological Society for teachers in their early career). 	<ul style="list-style-type: none"> ✓ Continually attracting and obtaining grant funding (for example David Jordan Teaching Awards from the Physiological Society for teachers in their early career). 	<ul style="list-style-type: none"> ✓ Continually attracting and obtaining significant amounts of funding for teaching work.
	Acceptance onto professional registers and obtaining fellowships on the basis of your teaching.	<ul style="list-style-type: none"> ✓ Becoming a member of appropriate professional bodies relative to your teaching subject (for example the Royal Society of Biology and member organisations). ✓ Applying for fellowship of the Higher Education Academy after completion of PGCap / post graduate qualifications in teaching. 	<ul style="list-style-type: none"> ✓ Working towards senior fellowship of the Higher Education Academy. ✓ Applying and being accepted onto the Chartered Science Teacher register, gaining recognition of your subject specific teaching skills. 	<ul style="list-style-type: none"> ✓ Working towards principal fellowship of the Higher Education Academy or an equivalent.
	Involved in sharing of good practice and research in teaching at conferences and events.	<ul style="list-style-type: none"> ✓ Having talks / posters / papers accepted as part of a conference/ event programme (for example as part of the Heads of University Biosciences Spring meeting or teaching workshops organised by The Physiological Society). 	<ul style="list-style-type: none"> ✓ A sustained track record of being invited to talk at conferences/events and/or give plenary lectures. 	<ul style="list-style-type: none"> ✓ Involved in the organisation of conferences. ✓ Invited to chair at events. ✓ Asked to give keynote lectures. ✓ Involved in education events/conferences nationally and internationally.

	Indicators	Lecturer	Senior lecturer / Reader	Chair / Professor
Professional Recognition	Working with the media			<ul style="list-style-type: none"> ✓ Being invited to contribute opinions on a particular topic. ✓ Being your institutions chosen media representative and having a positive media presence.
	Membership of external panels and committees / working groups.		<ul style="list-style-type: none"> ✓ An active member of learned society committees (for example RSB Curriculum Committee, the Biology Education Research Group, Heads of University Biosciences, Education Training and Policy Committee , Degree Accreditation Committee, The Physiological Society Education & Outreach Committee, British Pharmacological Society Education Committee etc). 	<ul style="list-style-type: none"> ✓ Chairing committees. ✓ Invited to contribute to government bodies work and working groups.
	Invited to complete reports, reviews and contribute to publications.		<ul style="list-style-type: none"> ✓ Invited to give reports. ✓ Invited to submit work to publications. ✓ Invited to be a reviewer of work / be part of a peer review panel. 	<ul style="list-style-type: none"> ✓ A sustained track record of being published. ✓ Sustained track record of being asked to review papers/ reports.

	Indicators	Lecturer	Senior lecturer / Reader	Chair / Professor
Educational Leadership and Strategic Impact	Involvement in curriculum development, encouraging innovation, quality assurance and review processes.	<ul style="list-style-type: none"> ✓ Developing modules to teach. ✓ Participating in developing curricula within your department. ✓ Supporting the quality assurance and review processes within your department. 	<ul style="list-style-type: none"> ✓ Lead in the development of programmes. ✓ Lead departments during quality assurance reviews. 	<ul style="list-style-type: none"> ✓ Have strategic impact at an institutional level. ✓ Take part in the review process for other departments and other institutions. ✓ May be chairing and running review processes. ✓ Involvement with national initiatives, as a reviewer with the QAA, or acting as external examiner/reviewer at other institutions
	Positive working relationships with colleagues.	<ul style="list-style-type: none"> ✓ Collegiate and cooperative with colleagues. 	<ul style="list-style-type: none"> ✓ Offering support for other individual lecturers, which may include: <ul style="list-style-type: none"> ✓ Mentoring ✓ Appraisal processes ✓ Line management ✓ Support for lectures on probation. 	<ul style="list-style-type: none"> ✓ Organising support at an institutional basis and beyond which may include: <ul style="list-style-type: none"> ✓ Coordinating and running mentorship schemes. ✓ Running training sessions offering professional development for colleagues.
	Involvement in the leadership of their subject discipline.	<ul style="list-style-type: none"> ✓ Developing and reviewing modules. 	<ul style="list-style-type: none"> ✓ Developing and reviewing modules and subject programmes 	<ul style="list-style-type: none"> ✓ Developing and reviewing modules, subject programmes and portfolios of programmes. ✓ Involved in supporting external subject groups.
	Involvement in pastoral leadership.	<ul style="list-style-type: none"> ✓ Delivering support to students (for example as a personal tutor for students). ✓ Awareness of diversity issues within the student body. 	<ul style="list-style-type: none"> ✓ Managing the delivery of pastoral support. ✓ Coordinating a group of personal tutors. ✓ Offering professional development opportunities to the tutors to enable them to support students more effectively. ✓ Interaction with institutional student support services 	<ul style="list-style-type: none"> ✓ Strategic responsibility for pastoral care. ✓ Develop and manage staff and resources for major initiatives. ✓ Contribute to institutional initiatives in this area
	Supporting outreach initiatives and involvement in the recruitment of students to the institution.	<ul style="list-style-type: none"> ✓ Participation in open days. ✓ Contributing to schools outreach scheme. ✓ Taking part in the process of interviewing students for admission. 	<ul style="list-style-type: none"> ✓ Designing and leading outreach activities which encourage students to attend the institution. ✓ May be the departmental admissions officer. ✓ May be a STEM Ambassador. ✓ Applying for grant funding for outreach work, e.g. The Physiological Society's Outreach and Public Engagement Grants 	<ul style="list-style-type: none"> ✓ Advisory role in admission strategy. ✓ Setting criteria/parameters for admission. ✓ Member/chair on admission panels. ✓ Developing national outreach initiatives with external bodies (e.g. the Wellcome Trust, Royal Society).

	Indicators	Lecturer	Senior lecturer / Reader	Chair / Professor
Educational Leadership and Strategic Impact	Securing funding opportunities for teaching.	<ul style="list-style-type: none"> ✓ Participating in bids for funding (for example applying for David Jordan Teaching Awards from the Physiological Society for teachers in their early career). 	<ul style="list-style-type: none"> ✓ Participating in bids for additional funding in significant funding initiatives (for funds within the institution and external funding opportunities) 	<ul style="list-style-type: none"> ✓ Leading consortia in funding bids. ✓ Applying and succeeding in bidding for significant funding for teaching and learning. ✓ Managing faculty budgets, and appropriately allocating funds towards teaching support and initiatives.
	Involvement in opportunities relating to internationalisation.	<ul style="list-style-type: none"> ✓ Mindful of issues relating to internationalisation. 	<ul style="list-style-type: none"> ✓ Participate in the institutions international initiatives. 	<ul style="list-style-type: none"> ✓ Lead on initiatives relating to internationalisation.
	Management and organisation	<ul style="list-style-type: none"> ✓ Management of own activities. ✓ Management of designated small budgets. 	<ul style="list-style-type: none"> ✓ Director of teaching ✓ Involved in line management ✓ May hold operational responsibility ✓ Member of interview panels for staff. 	<ul style="list-style-type: none"> ✓ Having strategic responsibility. ✓ Holding budgets. ✓ Line management. ✓ Management of resources including staff and equipment/buildings/lab space etc. ✓ Chair of interview panels