**Indicative standards by promotional level**

**Lecturer (B)**

Note: Indicators in **Bold** up to Lecturer B should be considered as **minimum standards**. Indicators in Bold **above** Lecturer B should be considered as **key signals** to build a case for promotion where the contribution is in teaching. The indicators not in bold are to illustrate other activities and evidence that can be used to demonstrate achievement.

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| **Criterion 1:  Design and planning of learning activities** | |
| Planning, development and preparation of learning activities, learning resources and materials for a unit, course or degree program; including coordination, involvement or leadership in curriculum design and development | |
| Indicative Standards | Indicative Evidence |
| * Deep knowledge of the discipline area * **Well planned learning activities designed to develop the students learning** * **Scholarly/informed approach to learning design** * **Thorough knowledge of the unit material and its contribution in the course** * **Effective and appropriate use of learning technologies** * **Effective unit/ course coordination** * Effective preparation of tutors and management of teaching teams * **Peer review of unit materials by course coordinator** * **For relevant items in the student survey, average or above average scores for two consecutive years and in all units taught** e.g. • Appropriate teaching techniques are used by the teacher to enhance my learning • The teacher is well prepared. • The teacher effectively used learning technologies to support my learning | * Unit/course outline and materials * Report from unit and/or course coordinator * Student surveys and feedback to students on response/outcomes * Student feedback from focus groups * Student feedback derived from external independent evaluation * Tutor feedback on preparation, organisation or mentoring support * Feedback from teaching teams * Expert peer review on course/program materials and innovation * External peer recognition and/or review on impact of curriculum, discipline or innovation * Details of leadership roles and specific contribution * Details of mentoring and support of colleagues * Feedback from staff mentored * Letter from Chair of curriculum committee on contribution * Awards and citations for learning materials * Text book awards |
| **Criterion 2:  Teaching and supporting student learning** | |
| Quality teaching, including; lecturing, classroom, on-line, field, work-based, studio, laboratory, workshop, undergraduate and postgraduate teaching, and supervision of student research | |
| Indicative Standards | Indicative Evidence |
| * **Student centred approach to teaching** * **A range of teaching is undertaken (i.e. different levels/mode)** * **Effective collaborative teaching approaches** * **Regular peer review of various dimensions of teaching by a colleague** * Evidence of innovation/ creativity in teaching * Quality of student learning is monitored * A scholarly approach to teaching * Effective supervision of honours/postgraduate students to completion * **For relevant items in student survey, average or above average scores for two consecutive years and in all units taught** e.g. •The teacher explains important concepts/ideas in ways that I can understand. •The teacher stimulates my interest in the subject. • I am encouraged to participate in classroom and/or online activities. •The teacher is helpful if I encounter difficulties with the lecture/unit. | * Student surveys and feedback to students on response/outcomes * Student feedback from focus groups * Examples of student work/ theses * Postgraduate student grades and time to completion * Systematic monitoring of student learning outcomes * Peer review and personal responses to the review and practices * Adoption of innovation by others * Impact of innovation/initiative within university or wider * Impact of mentoring on peers or colleagues * Recognition from university national and international peers * Nomination for a teaching award * Success in a university, national or discipline teaching award * Letters of invitation or thanks |
| **Criterion 3:  Assessment and giving feedback to students** | |
| Design and execution of assessment tasks that are aligned with student learning outcomes and the provision of appropriate and timely feedback | |
| Indicative Standards | Indicative Evidence |
| * **Assessment tasks are well designed to assess the intended learning outcome** * **Supports students to develop and demonstrate the intended learning outcomes** * **A variety of assessment tasks are used** * **Provides students with clear assessment criteria** * **Provides students with timely and consequential feedback** * Innovation in assessment in units/degree programs * **For relevant student survey items, average or above average scores for two consecutive years and in all units taught** e.g • The assessment requirements were clearly stated. • The assessment tasks were closely linked to the unit objectives .• I receive constructive feedback that assists my learning. • I receive feedback in time to help me improve. | * Unit/Course outline with assessment tasks and marking criteria * Student surveys and feedback to students on response/outcomes * Student feedback from focus groups * Extracts from a number of units/courses showing variety of assessment tasks * Feedback from course coordinator on assessment tasks and student outcomes. * Examples of innovative assessment tasks * Examples of standards of student learning * Data evidencing impact of assessment innovation * Use of learning analytics * Feedback on role in establishing moderation and standards practices * Examples of examiner reports and/or independently moderated student work * Peer review of course assessment and response to review * Examples of policies, practices and their implementation * Peer recognition of leadership role and achievements |
| **Criterion 4:  Developing effective environments, student support and guidance** | |
| Activities related to the creation of an engaging learning environment for students. Including; supporting transition, and the development of learning communities that account for and encourage equity and diversity. | |
| Indicative Standards | Indicative Evidence |
| * **Creates effective learning environments (in classroom/ online/work placement etc.)** * **Directs students to appropriate support and services and follows up to determine outcomes e.g. language and study skills or counselling** * **Demonstrates respect and requires students to demonstrate respect for others** * Serves as a student advisor * Initiative or innovation in supporting students and creating supportive, engaging learning environments * **For the relevant Student Survey item, average or above average score for two consecutive years and in all units taught** e.g • The teacher treats me with respect • The teacher is available for consultation (e.g. email, online, face-to-face or telephone) | * Student surveys and feedback and responses to these * Informal unsolicited student or peer feedback * Details of role and engagement in learning communities (formal or informal) * Use of learning analytics showing student engagement with student support services such as PASS and English Language Proficiency * Feedback from students and peers relating to roles e.g. student advisor or leader in learning communities * Extent and participation in innovation for student engagement * Reports evaluating the effectiveness of targeted student support interventions on student retention and progression * Feedback from peers or students mentored * Examples of leadership role and outcomes |
| **Criterion 5: Integration of scholarship, research and professional activities with teaching and in support of learning** | |
| 1: Teaching and learning research incorporated into teaching practice | |
| Indicative Standards | Indicative Evidence |
| * **Incorporates teaching and learning scholarship into teaching practice and curriculum development** * Applications for teaching grants that have a clear theoretical and scholarly basis (successful or unsuccessful) * Peer review of teaching materials and curricula that demonstrate engagement with the teaching/research nexus * **Contribution, co-authorship or authorship of publications, presentations or workshops on teaching and learning** * Contribution and systematic participation in professional development or disciplinary engagement in the scholarship of teaching and learning | * Excerpts from unit/course materials demonstrating incorporation of current T & L research into teaching activities * Details of grants and awards (successful and unsuccessful) and outcomes * Details of conferences and presentations * Copies of publications and details of contribution and impact * References and letters from peers * Details of mentoring roles and outcomes * Details of leadership roles and contribution confirmation by peers * Impact of projects, grants and other initiatives for the university or (inter)nationally * TEQSA, OLT recognition as assessor or expert |
| 2: Inclusion of discipline based research in the curriculum and engagement of students in pedagogically sound discipline based research | |
| Indicative Standards | Indicative Evidence |
| * **Use of current disciplinary research in curriculum and teaching activities** * Peer review of unit content by expert external to the university and confirmed by unit/course coordinator * Successful supervision of postgraduate students to completion * **Develops learning activities/unit/course work that supports student engagement in research** * **Develops student understanding of the research culture and research skills of the discipline** * **Contribution to the development of curriculum incorporating recent research across a unit/course/program** | * Excerpts from unit/course materials demonstrating the incorporation of current disciplinary research or the inclusion of research orientated tasks * Student surveys and feedback * Student participation in conferences, presentation of papers and/or publishing * Number of students progressing to research degrees * Number of postgraduate students supervised to completion, grades and time to completion * Number of students in academic/research positions following graduation * Peer review recognising role and contribution * Receipt of prizes or awards by students supervised * Peer review reports related to teaching/curriculum materials * Adoption of teaching/curriculum materials by others * Letters of reference from peers or invitations indication standing in discipline * Assessor reports * Details of leadership roles, duration, achievements |
| 3: Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum | |
| Indicative Standards | Indicative Evidence |
| * **Use of authentic case studies, integration of industry experience and/or partnerships in teaching** * Understands and implements practices to ensure that industry experience and/or partnerships benefit student learning e.g. • Work-based programs have clear educational expectations • Induction and preparation of students prior to their work-based experience is effective • Structured, critically reflective, self and peer learning processes are established for students during and after work-based learning placements * Effective preparation and support of industry partners involved in work based practice and supervision of students, e.g. • Familiarises industry partners/supervisory staff with students’ prior learning • Provides induction/professional development for industry partners/supervisory staff e.g. development of leadership capabilities • Includes all stakeholders in communication, development and innovation * Consults with industry to identify and align teaching and curriculum with desired graduate attributes, technical skills and knowledge | * Excerpts from Unit/Course materials demonstrating the integration of case studies and/or industry experience * Feedback from students on experience * Extent of participation by students, industry * Letters or surveys of industry satisfaction on preparation of students for practice * Peer review of professional /authentic experience * Invitations to work with industry, letters of support from industry * Feedback from industry partners indicating alignment between industry requirements and learning outcomes * Feedback from industry partners indicating the efficacy of programs in preparing graduates for professional practice |
| **Criterion 6:  Evaluation of practice and continuing professional development** | |
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| Indicative Standards | Indicative Evidence |
| * **Systematic participation in teaching related professional development activities** * **Successful completion of Foundation of University Teaching program (or equivalent)** * **Completion of HDR supervision training** * Undertaking a Grad Cert in Teaching * Membership of disciplinary teaching network (internal, eg T & L network, external eg, HERDSA, OLT) * Attendance, participation in teaching and learning related conferences. * **Self-evaluation leading to changes in teaching practice and student outcomes** * **Student and peer feedback is used to enhance teaching practice** * **For relevant items in student surveys, average or above average score for two consecutive years and in all units taught e.g. •** The teacher demonstrates enthusiasm in teaching the unit | * Student surveys, comments and feedback * Peer review on a range of dimensions of teaching * Mapping achievements and experience to professional standards frameworks * Application for teaching fellowship (HERDSA, HEA) * Certificates/ transcripts of professional development undertaken, duration, changes made as a consequence * Details and examples of the impact of the change in practice, evidence of changes in student, peer evaluation * Details of contribution to the professional development, mentoring of others, and outcomes * Invitations to present keynote at T & L and disciplinary conferences * Teaching Portfolio demonstrating reflective practice * Examples of leadership contribution in professional development and evaluation |
| **Criterion 7:  Professional and personal effectiveness** | |
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| Indicative Standards | Indicative Evidence |
| **Professional Qualities**   * Demonstrates progress towards the majority of the professional qualities of: • Taking ownership and management of teaching role • Demonstrating effective preparation and prioritisation • Demonstrating commitment to continuing professional development in discipline and T & L • Responding positively to opportunities and new approaches • Communicating effectively in both formal and informal contexts • Application of professional ethical practices in work and in teaching contexts   **Personal qualities**   * Demonstrates progress towards developing personal qualities of: • Approaching teaching with enthusiasm, passion and confidence • Demonstrating resilience and perseverance in the face of obstacles • Demonstrating time management of self and work to ensure others are not delayed in their work • Demonstrating self-reflective evaluation of practices and relationships • Demonstrating commitment and interest in students and their learning | * 360 degree leadership feedback * Team and program awards * Committee contribution * Collaborative teaching and learning grants, publications * Industry, professional awards/recognition * Details of mentoring roles and outcomes * Feedback from staff mentored * Details of leadership roles and confirmation of contribution from peers * Letters of reference and/or thanks |