

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.

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
<ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> •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. 	<ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> • The teacher treats me with respect • The teacher is available for consultation (e.g. email, online, face-to-face or telephone) 	<ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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

	<ul style="list-style-type: none"> 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
<p>3: Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum</p>	
<p>Indicative Standards</p>	<p>Indicative Evidence</p>
<ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ▪ 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	
Indicative Standards	Indicative Evidence
<ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> • The teacher demonstrates enthusiasm in teaching the unit 	<ul style="list-style-type: none"> ▪ 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	
Indicative Standards	Indicative Evidence
<p>Professional Qualities</p> <ul style="list-style-type: none"> ▪ Demonstrates progress towards the majority of the professional qualities of: <ul style="list-style-type: none"> • 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 <p>Personal qualities</p> <ul style="list-style-type: none"> ▪ Demonstrates progress towards developing personal qualities of: <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ▪ 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