

Indicative standards by promotional level

Senior Lecturer (C)

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
<p>Meets the requirements for Level B and</p> <ul style="list-style-type: none"> ▪ Deep knowledge of the discipline area ▪ Innovation in the design of teaching, including use of learning technologies ▪ Effective preparation and management of tutors and teaching teams ▪ Leadership in curriculum development and design. ▪ Development of significant curriculum materials ▪ Benchmarking of a unit or course against similar units/courses 	<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
<p>Meets the requirements for Level B and</p> <ul style="list-style-type: none"> ▪ Teaching techniques are successful in enhancing student learning ▪ Effective supervision of postgraduate students to completion ▪ Quality of student learning is systematically monitored ▪ Innovation and creativity in teaching ▪ Peer recognition of quality of teaching e.g. invitations to teach in other units/ courses/universities or nomination for a teaching award ▪ For relevant items in the student survey, average or above average scores for three 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
<p>Meets the requirements for Level B and</p> <ul style="list-style-type: none"> ▪ Innovation in assessment in units/degree programs ▪ Provides leadership in the moderation, planning and delivery of unit and course assessment ▪ Monitors and changes assessment practices to improve student learning outcomes ▪ Monitors the quality of student learning outcomes (including English language proficiency) ▪ Assessment and grading of postgraduate theses and projects 	<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
<p>Meets the requirements for Level B and</p> <ul style="list-style-type: none"> ▪ Serves as a student advisor ▪ Demonstrates effective practice in developing learning communities ▪ Initiative or innovation in supporting students and the creation of engaging learning environments ▪ Demonstrates understanding and effective practice (in curriculum and teaching) in embedding principles of cultural diversity, equality, indigenous culture and traditions, support for students with special needs, and support for students in transition (e.g. 1st year, postgrad) 	<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
<p>Meets the requirements for Level B and</p> <ul style="list-style-type: none"> ▪ Engages in teaching and learning scholarship that demonstrates research-informed and/or contemporary teaching within or across disciplines ▪ Successful application for awards, grants or competitive funding related to teaching and learning (as an individual or team member) ▪ Contributes to professional development or disciplinary engagement in the scholarship of teaching and learning at a national level (as an individual or team member) ▪ Peer recognition at national level detailing contribution to scholarly teaching practice ▪ Authorship/co-authorship of publication/s in a nationally or internationally respected journal relevant to 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
<p>Meets the requirements for Level B and</p> <ul style="list-style-type: none"> ▪ Leadership at a university level, in the development of curriculum that incorporates or engages students in disciplinary research ▪ Peer review of teaching materials that demonstrate engagement with the teaching/research nexus ▪ Successful supervision of postgraduate students to completion ▪ Invitations to contribute to disciplinary teaching in other units, courses or universities ▪ Leadership role/involvement in committees within university and 	<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

<ul style="list-style-type: none"> ▪ nationally ▪ Coordination of higher degree programs ▪ Initiatives involving students in pedagogically sound research programs or projects 	<ul style="list-style-type: none"> ▪ 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
<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>
<p>Meets the requirements for Level B and</p> <ul style="list-style-type: none"> ▪ Coordination of discipline / program based programs in work-based learning ▪ Uses a variety of sources to monitor, evaluate and improve the integration of industry experience and/or partnerships in teaching ▪ Develops and maintains mature and robust relationships with industry partners/shows commitment to mutual benefit ▪ Innovation in practice and assessment related to WIL e.g. use of technology to enhance placements 	<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
<p>Meets the requirements for Level B and</p> <ul style="list-style-type: none"> ▪ Contribution and participation in professional development activities in university, discipline, faculty ▪ Completion of a Grad Cert in Teaching ▪ Mentoring and peer review of colleagues in teaching ▪ Presentation at (peer reviewed) teaching and learning related conferences ▪ Successful achievement in roles such as mentor, peer reviewer, Chair of committees etc. 	<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 attainment of the professional qualities under Level B and ▪ Demonstrates progress of further professional qualities of: <ul style="list-style-type: none"> • Contributing positively in membership (and leadership) role(s) in teaching teams and committees etc. • Building relationships, being approachable and interacting constructively with others, managing expectations and resolving conflict <p>Personal qualities</p> <ul style="list-style-type: none"> ▪ Demonstrates attainment of the personal qualities listed under Level B 	<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