

Indicative standards by promotional level

Professor (E)

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 | |
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| 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 D and</p> <ul style="list-style-type: none"> ▪ Leadership role and impact in curriculum design and review, planning and/or development at a (inter) national level ▪ Significant curriculum or disciplinary contribution through published student learning materials/textbooks ▪ Leadership in mentoring and supporting colleagues in planning and designing learning activities and curriculum | <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 | |
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| 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 D and</p> <ul style="list-style-type: none"> ▪ Evidence of successful, strategic leadership and innovation in enhancing quality teaching practices and supporting student learning at the university, disciplinary, or (inter)national level ▪ Leadership in academic practice in the university, discipline or (inter)nationally ▪ Establishes effective organisational policies/strategies that promote and support others to deliver high quality teaching and support student learning (e.g. through mentoring/ coaching) | <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 | |
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| 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 D and</p> <ul style="list-style-type: none"> ▪ Establishes effective organisational policies and/or strategies in the support, supervision and management of assessment, standards and feedback for students ▪ Successful leadership/ mentoring of individuals and/or teams leading to enhanced assessment, standards and moderation | <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 | |
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| 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 D and</p> <ul style="list-style-type: none"> ▪ Leads effective organisational policies and/or strategies for supporting students and developing engaging learning environments ▪ Successful mentoring of individuals and/or teams to support student diversity, student transition and learning communities | <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 | |
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| 1: Teaching and learning research incorporated into teaching practice | |
| Indicative Standards | Indicative Evidence |
| <p>Meets the requirements for Level D and</p> <ul style="list-style-type: none"> ▪ A sustained and successful contribution to the research and/or literature on scholarly practice and theory in teaching ▪ Successful mentoring of others (individuals and/or teams) in the scholarship of teaching and learning ▪ (Inter)national peer recognition of contribution to scholarship of teaching and learning in discipline, sector, or institution ▪ Authorship/co-authorship and systematic publication 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 D and</p> <ul style="list-style-type: none"> ▪ Establishes effective organisational policies and/or strategies in curriculum development using current discipline based research ▪ Leadership in the development of curriculum/discipline within the relevant discipline at university and/or (inter)national level ▪ Membership on school/disciplinary review and advisory committees in university and sector ▪ Sustained leadership in initiatives involving students in pedagogically sound research programs/projects | <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 teaching/curriculum materials ▪ Adoption of teaching/curriculum materials by others ▪ Letters of reference from peers or |

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| | <ul style="list-style-type: none"> ▪ 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 D and</p> <ul style="list-style-type: none"> ▪ Establishes and maintains effective organisational policies and/or strategies on integrating work-based practice ▪ Sustained leadership in work-based, professional practice at discipline and /or (inter)national level ▪ Sustained industry/ professional peer recognition | <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 | |
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| Indicative Standards | Indicative Evidence |
| <p>Meets the requirements for Level D and</p> <ul style="list-style-type: none"> ▪ Sustained and successful commitment to and engagement in continuing professional development related to academic, institutional and/or other professional practice at (inter)national level ▪ Contributes to and/or leads professional development courses ▪ Establishing effective organisational policies and/or strategies in supporting and promoting others (e.g. through mentoring, coaching) in evaluation of teaching ▪ National impact and peer recognition | <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 | |
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| Indicative Standards | Indicative Evidence |
| <p>Professional Qualities</p> <ul style="list-style-type: none"> ▪ Meets the requirements for Level D and <p>Demonstrates further professional qualities such as:</p> <ul style="list-style-type: none"> • Proactive sustained leadership and contribution to the development of professional qualities at the university, sector/disciplinary and/or (inter)national • Building and sustaining collaborative relationships and working proactively to create and develop capacity of a range of stakeholders <p>Personal qualities</p> <ul style="list-style-type: none"> ▪ Meets the requirements for Level D and <p>Demonstrates further personal qualities such as:</p> <ul style="list-style-type: none"> • Building and sustaining proactive and effective collaborative relationships and working proactively to create and develop capacity of a range of stakeholders | <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 |