Overview of the Australian University Teaching Criteria and Standards Framework

Teaching and learning quality should be evidence based. The following teaching criteria and evidence matrix gives examples of performance and achievements under seven criteria or dimensions related to different aspects of teaching. All academic staff can use the matrix for career planning, in preparation for performance development reviews, and in preparation for applying for promotion. The criteria are best presented in a teaching portfolio that documents achievement.

In building a teaching portfolio, academic staff should describe their work in relation to **each** of the **seven** teaching criteria and provide evidence in support of their claims. The term teaching is used to encompass the full range of teaching contexts i.e. undergraduate, postgraduate, research supervision, clinical, laboratory, workshop, studio, field and work-based teaching. The descriptions and indicative evidence outlined in the framework are neither prescriptive nor exhaustive. It must be emphasised that it is not expected that each and every item listed under each criteria must appear in the portfolio. Furthermore, other examples that are not listed, can be used to demonstrate performance and achievement.

The descriptors in bold in the matrix for Lecturer (B) level should be interpreted as the **minimum standard** for each and every criterion, and it is expected that every staff member at or beyond this level will consistently demonstrate that they meet the minimum standard as a baseline. Descriptors in bold in particular, but all other descriptors in general above the Lecturer (B) level, should be considered as signals that can be used as evidence of meeting the expected teaching quality for a current level of appointment, or to build a case for promotion. In building a case for promotion, it is not necessary for an academic to be strong in every one of the seven criteria, instead the applicant should highlight the criteria and contributions in which they have particular strengths.

The seven Teaching criteria are:

1. Design and planning of learning activities
2. Teaching and supporting student learning
3. Assessment and giving feedback to students on their learning
4. Developing effective learning environments, student support and guidance
5. Integration of scholarship, research and professional activities with teaching and in support of student learning
6. Evaluation of practice and continuing professional development
7. Professional and personal effectiveness

The standards and evidence matrix for each criterion can be found in the following pages.

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.				
Lecturer (A)	**Lecturer (B)**	**Senior Lecturer (C)**	**Associate Professor (D)**	**Professor (E)**
▪ **Planned learning activities designed to develop the students' learning** ▪ **Sound knowledge of the unit content and material** ▪ Unit outline that clearly details learning outcomes, teaching and learning activities and assessment ▪ Preparation of unit materials ▪ **Peer review of unit materials by unit/course coordinator** ▪ For relevant items in the student survey, average or above average scores for 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	▪ 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**	Meets the requirements for Level B and ▪ **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	Meets the requirements for Level C and ▪ Leadership in effective curriculum development at a program level ▪ **Contribution to the teaching or curriculum and/or discipline at a national level** ▪ External expert peer review of unit/course materials /curriculum/initiative ▪ curriculum ▪ Adoption of learning materials by other universities ▪ Nomination for a teaching award for curriculum contribution	Meets the requirements for Level D and ▪ **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**
Indicative Evidence ▪ 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

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 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.				
Lecturer (A)	**Lecturer (B)**	**Senior Lecturer (C)**	**Associate Professor (D)**	**Professor (E)**

▪ **Student centred approach to teaching**
▪ **Demonstrates an understanding of specific aspects of effective teaching and learning support methods**
▪ **Peer review of classroom teaching by colleague**
▪ For relevant items in student survey, average or above average scores 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 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**
		Meets the requirements for Level B and
		
		▪ **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**
			Meets the requirements for Level C and
			
			▪ **Peer recognition of quality teaching** e.g. invitations to teach at other universities or awarded a faculty and/or university teaching award.
			▪ **Evidence of systematic and integrated development of teaching practices informed by scholarship/research**
			▪ Leadership and innovation in teaching practices and supporting students is recognised at a university, disciplinary or national level
			▪ **Leadership in supporting colleagues' in their teaching through peer support and review**
				Meets the requirements for Level D and
				
				▪ **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)**

Indicative Evidence
- 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

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Criterion 3: Assessment and giving feedback to students on their learning				
Design and execution of assessment tasks that are aligned with student learning outcomes and the provision of appropriate and timely feedback.				
Lecturer (A)	**Lecturer (B)**	**Senior Lecturer (C)**	**Associate Professor (D)**	**Professor (E)**

▪ **Supports students to develop and demonstrate the intended learning outcomes**
▪ **Timely feedback is provided to students**
▪ 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
	▪ **Assessment tasks are well designed to assess the intended learning outcomes**
	▪ **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**
		Meets the requirements for Level B and
		
		▪ **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
			Meets the requirements for Level C and
			
			▪ **Provides leadership in the moderation, planning and delivery of course and degree assessment**
			▪ Successful coordination, support, supervision and management of assessment, standards and feedback to students
			▪ Successful engagement and demonstration of appropriate knowledge of effective assessment practices
			▪ **Assessment and grading of postgraduate theses and projects**
				Meets the requirements for Level D and
				
				▪ **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**

Indicative evidence
- 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

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Criterion 4: Developing effective environments, student support and guidance				
Activities related to the creation of an engaging learning environment for students. Including; supporting transition, the development of learning communities and strategies that account for and encourage student equity and diversity.				
Lecturer (A)	**Lecturer (B)**	**Senior Lecturer (C)**	**Associate Professor (D)**	**Professor (E)**
▪ **Creates effective learning environments (in classroom/ online/work placement etc.)** ▪ Directs students to appropriate support and services ▪ Demonstrates respect and requires students to demonstrate respect for others ▪ **For the relevant student Survey item, average or above average score for two consecutive years and in all units e.g.** • The teacher treats me with respect • The teacher is available for consultation (e.g. email, online, face-to-face or telephone)	▪ **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**	Meets the requirements for Level B and ▪ **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)**	Meets the requirements for Level C and ▪ **Initiative or innovation in supporting students and the creation of engaging learning environments** ▪ **Leadership role in promoting effective practices (in curriculum and teaching) that embed 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)**	Meets the requirements for Level D and ▪ **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**

Indicative Evidence
    ▪   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

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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.				
Lecturer (A)	**Lecturer (B)**	**Senior Lecturer (C)**	**Associate Professor (D)**	**Professor (E)**
▪ **Incorporates teaching and learning scholarship into teaching practice and curriculum development** ▪ Peer review of teaching materials and curricula that demonstrate engagement with the teaching/research nexus ▪ **Engagement in professional development related to T & L** (including engagement in teaching and learning scholarship related to discipline and/or participation in teaching and learning conferences/forums)	▪ **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	Meets the requirements for Level B and ▪ **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	Meets the requirements for Level C and ▪ **Successful application for awards, grants or competitive funding related to teaching and learning (as an individual or team member/leader)** ▪ Leadership and contribution at (inter)national level in professional development or disciplinary engagement in the scholarship of teaching and learning ▪ **Peer recognition at (inter) national level detailing contribution to scholarly teaching practice** ▪ **Mentors and supports junior colleagues in teaching and learning scholarship** ▪ Authorship/co-authorship and systematic publication relevant to teaching and learning	Meets the requirements for Level D and ▪ **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**

		teaching and learning		

Indicative Evidence
- 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

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Criterion 5: Integration of scholarship, research and professional activities with teaching and in support of learning				
2: Inclusion of discipline based research in the curriculum and engagement of students in pedagogically sound discipline based research.				
Lecturer (A)	**Lecturer (B)**	**Senior Lecturer (C)**	**Associate Professor (D)**	**Professor (E)**
▪ Use of current disciplinary research in curriculum and teaching activities ▪ Peer review of unit/course content by recognised expert within the university ▪ **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	▪ **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**	Meets the requirements for Level B and ▪ **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 nationally ▪ Coordination of higher degree programs ▪ Initiatives involving students in pedagogically sound research programs or projects	Meets the requirements for Level C and ▪ **Coordination of higher degree programs** ▪ Invitations to contribute to disciplinary teaching in other units/courses or universities ▪ Leadership role/involvement in committees within university, nationally and internationally ▪ **Initiatives involving students in research programs/projects**	Meets the requirements for Level D and ▪ **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**

Indicative Evidence

- 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

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Criterion 5: Integration of scholarship, research and professional activities with teaching and in support of learning				
3: Incorporation of professional, industry and work-based practice and experiences into teaching practice and the curriculum.				
Lecturer (A)	**Lecturer (B)**	**Senior Lecturer (C)**	**Associate Professor (D)**	**Professor (E)**
▪ Use of authentic case studies, integration of industry experience and/or partnerships in teaching	▪ **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,	**Meets the requirements for Level B and** ▪ **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	**Meets the requirements for Level C and** ▪ **Industry/ professional peer recognition** ▪ **Sustained innovation in practice and assessment related to WIL** ▪ Establishes effective organisational policies and/or integrating work-based practice	**Meets the requirements for Level D and** ▪ **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**

	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			

Indicative Evidence
- 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

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Criterion 6: Evaluation of practice and continuing professional development				
Lecturer (A)	**Lecturer (B)**	**Senior Lecturer (C)**	**Associate Professor (D)**	**Professor (E)**
• **Engages in professional development activities related to teaching and learning** • **Participation in teaching related professional development (e.g. induction program)**	• **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.	Meets the requirements for Level B and • **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	• **Meets the requirements for Level C and** • **Leadership and contribution in the provision of professional development of others** • **Mentoring and peer review of colleagues in teaching** • Completion of a Grad Cert in Teaching • Evidence of a sustained and successful commitment to and engagement in, continuing professional development related to academic, institutional and/or other professional practice	• **Meets the requirements for Level D and** • **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
• Self-evaluation leading to changes in teaching practice • Student and peer feedback is used to enhance teaching practice • **For relevant student survey items, average or above average scores for two consecutive years and in all units taught e.g.**	• **Self-evaluation leading to changes in teaching practice and student outcomes** • **Student and peer feedback is used to enhance teaching practice** • **Average or above average score for two consecutive years and in all Units**	• Successful achievement in roles such as mentor, peer reviewer, Chair of committees etc.	• **Successful achievement in roles such as mentor, peer reviewer, Chair of committees etc.** • **Average or above average score for four consecutive years in all Unit/Courses taught in student surveys**	• **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**

• Overall, the tutor/teacher effectively supports my learning	**taught in student surveys.**			

Indicative Evidence
- 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

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Criterion 7: Professional and personal effectiveness				
Lecturer (A)	**Lecturer (B)**	**Senior Lecturer (C)**	**Associate Professor (D)**	**Professor (E)**
Professional qualities				
Is aware of and consciously developing professional qualities listed under level B	**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	**Demonstrates attainment of the professional qualities listed in Level B and** **Demonstrates progress of further professional qualities of:** ▪ 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	**Meets the requirements for Level C and** **Demonstrates further professional qualities such as:** ▪ Engaging in proactive mentorship and support of students, junior colleagues and peers to develop professional qualities ▪ Supervising, mentoring and developing the potential of less experienced teachers and colleagues through support and advice	**Meets the requirements for Level D and** **Demonstrates further professional qualities such as:** ▪ 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
Personal qualities				
Is aware of and consciously developing personal qualities listed under level B	**Demonstrates progress towards developing personal qualities of:** ▪ Approaching teaching with enthusiasm, passion	**Demonstrates attainment of the personal qualities listed in Level B**	**Meets the requirements for Level C and** **Demonstrates further personal qualities such as:**	**Meets the requirements for Level D and** **Demonstrates further personal qualities such as:**

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Average or above average scores for two consecutive years and in all units taught for relevant items in student survey e.g. • The teacher demonstrates enthusiasm in teaching the unit	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		• Proactive and effective mentorship and support of students, junior colleagues and peers to develop personal qualities	• Building and sustaining proactive and effective collaborative relationships and working proactively to create and develop capacity of a range of stakeholders

Indicative Evidence
- 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

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