• Teaching and Research Expectations for Educational Excellence - p 2-5
• Education-focused Expectations for Educational Excellence - p 6-9
## Education Performance Standards Framework

### Areas of Impact and Practice elements

<table>
<thead>
<tr>
<th>Areas of Impact</th>
<th>Practice elements</th>
<th>By this we mean:</th>
<th>Elements to address (T&amp;R and EF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact on student learning</td>
<td>Effective teaching and learning</td>
<td>Demonstrated ability to use engaging, authentic and active approaches to teaching and learning</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Responsive program design</td>
<td>Demonstrated contributions to development of activities, units and courses in line with current best practices</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Student-centred orientation</td>
<td>Demonstrated contributions to support positive student learning experiences in practice</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Professional learning engagement</td>
<td>Demonstrated participation in and impact of professional learning as a participant and/or facilitator</td>
<td>Yes</td>
</tr>
<tr>
<td>Impact on educational knowledge</td>
<td>Pedagogical content expertise</td>
<td>Demonstrated expertise in effective teaching and learning of discipline content</td>
<td>One of two</td>
</tr>
<tr>
<td></td>
<td>Education research performance</td>
<td>Demonstrated conduct, presentation and/or publication of high-quality research into educational approaches and innovations</td>
<td>One of two</td>
</tr>
<tr>
<td>Impact on educational environment</td>
<td>Education innovation</td>
<td>Demonstrated ability to create or adapt teaching and learning approaches in line with new thinking and understanding</td>
<td>One of two</td>
</tr>
<tr>
<td></td>
<td>Education leadership</td>
<td>Demonstrated initiation of Faculty, institutional, local and/or international programs to strengthen learning and teaching</td>
<td>One of two</td>
</tr>
</tbody>
</table>

---

### SETU and Teaching Evaluation scores

<table>
<thead>
<tr>
<th>SETU and Teaching Evaluation scores</th>
<th>T/R</th>
<th>EF</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/ Teaching scholar</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>B</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>C</td>
<td>≥ 3.8</td>
<td>≥ 3.8</td>
</tr>
<tr>
<td>D</td>
<td>≥ 3.8</td>
<td>≥ 3.8</td>
</tr>
<tr>
<td>E</td>
<td>≥ 3.8</td>
<td>&gt; 3.8</td>
</tr>
</tbody>
</table>

### Needing critical attention

- **RED**: <= 3.0

### Needing improvement

- **ORANGE**: 3.01 - 3.79

### Meeting requirements

- **GREEN**: 3.80 - 4.69

### Exceeding

- **PURPLE**: >= 4.70
## Teaching and Research Expectations for Educational Excellence

### Impact on student learning

<table>
<thead>
<tr>
<th>Level A</th>
<th>Level B</th>
<th>Level C</th>
<th>Level D</th>
<th>Level E</th>
<th>Previous Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workload expectations</strong></td>
<td>Workload allocation across all education-related expectations areas in line with Faculty and school level norms</td>
<td>Workload allocation across all education-related expectations areas in line with Faculty and school level norms</td>
<td>Workload allocation across all education-related expectations areas in line with Faculty and school level norms</td>
<td>Workload allocation across all education-related expectations areas in line with Faculty and school level norms</td>
<td></td>
</tr>
<tr>
<td><strong>A Effective teaching and learning</strong></td>
<td>Demonstrated ability to effectively teach program content</td>
<td>As per Level A requirements and</td>
<td>As per Level B requirements and</td>
<td>As per Level C requirements and</td>
<td>As per Level D requirements</td>
</tr>
<tr>
<td></td>
<td>Demonstrated ability to provide formative and summative assessment to develop students’ learning</td>
<td>Effective unit (or equivalent) coordination</td>
<td>Demonstrated innovative teaching approaches that support students’ learning and engagement</td>
<td>Effective co-ordination and management of courses/internal or external programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrated responsiveness to individual student learning needs</td>
<td>Use of evidence-informed approaches to enhance student learning</td>
<td>Demonstrated skills, experience and creativity with a range of pedagogies and technologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evidence of contribution to unit coordination</td>
<td>Demonstrated use of active and experiential learning approaches and appropriate learning technologies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrated use of appropriate learning technologies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrated expertise and knowledge in discipline, as evidenced by authentic assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meets minimum requirements on student and teaching survey results</td>
<td>Meets minimum requirements on student and teaching survey results</td>
<td>Meets or exceeds requirements on student and teaching survey results</td>
<td>Meets or exceeds requirements on student and teaching survey results</td>
<td></td>
</tr>
<tr>
<td><strong>B Responsive program / unit design</strong></td>
<td>Effective design and development of unit materials, in teams or with supervision</td>
<td>As per level A requirements and</td>
<td>As per level B requirements and</td>
<td>As per level C requirements and</td>
<td>As per level D requirements</td>
</tr>
<tr>
<td></td>
<td>Proactive monitoring of the student learning experience across the unit</td>
<td>Demonstrated enhancements in delivery models (online or blended)</td>
<td>Evidence-based and/or innovative approaches in unit design or delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrated alignment of unit teaching and learning activities with professional standards and accreditation</td>
<td>Self initiated development of teaching material (may include work done in teams)</td>
<td>Demonstrated contribution to the development of curriculum for courses / units / internal or external programs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teaching and supporting student learning: Assessment and giving feedback to students on their learning

Design and planning of learning activities
## Impact on Student Learning

<table>
<thead>
<tr>
<th>Level A</th>
<th>Level B</th>
<th>Level C</th>
<th>Level D</th>
<th>Level E</th>
<th>Previous Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong> Student-centred orientation</td>
<td>Demonstration of a student-centered approach and environment</td>
<td>As per Level A requirements and</td>
<td>As per Level B requirements and</td>
<td>As per Level C requirements and</td>
<td>As per Level D requirements</td>
</tr>
<tr>
<td>Evidence of timely and professional responses to students</td>
<td>Demonstrated intentional and systematic approaches to enhance student learning</td>
<td>A well defined theory of teaching to support student-centered learning</td>
<td>Evidence of participation in exchanges of ideas and practices with colleagues and the wider community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work effectively with others to develop a consistent student experience within units</td>
<td>Evidence of commitment to creating learning spaces which support students' wellbeing and cultural safety</td>
<td>Work effectively with others to improve the student experience within units and courses</td>
<td>Work effectively with others to improve the student experience within units, courses and faculties</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>D</strong> Professional learning engagement</th>
<th>Participation in learning and development around Monash priorities, policies and procedures</th>
<th>As per Level A requirements and</th>
<th>As per Level B requirements and</th>
<th>As per Level C requirements and</th>
<th>As per Level D requirements</th>
<th>Evaluation and development of practice leading to continual professional enhancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement of positive formative peer review outcomes</td>
<td>Consistent engagement in learning to maintain current discipline knowledge</td>
<td>Provision of mentoring and peer review of teaching</td>
<td>Demonstrated contribution to educational professional learning activities in a Faculty, the University or discipline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistent engagement in professional learning to maintain currency in teaching and learning</td>
<td>Achievement of recognition in education (eg HEA Fellowship)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeks education recognition (eg HEA Fellowship)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement of positive summative peer review outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Supporting Evidence: Academic/Professional Activities
- Details of units taught (student numbers, nature of teaching, etc.)
- Details, samples of teaching materials designed and developed
- Details of contribution to unit / course review or renewal
- Student support and guidance activities outside the curriculum
- Participation in certification and training in teaching and learning
- Details of professional development activities
- Mentoring of teaching staff
- Participation in programmes of educational reform or innovation
- Institutional committee membership
- External examiner/trainer
- Membership of teaching and learning organisation
- SETU data

### Supporting Evidence - Measures of Student Learning
- Informal and unsolicited student feedback
- Pass rates, attrition rates and student progression that can be attributed to specific units
- Retrospective feedback by alumni
- Assessments made by graduate recruiters and employers with respect to specific units/experiences
- Student prizes/achievements that can be linked to specific unit/course
- Examination/assessment results, benchmarked against other cohorts
- Evaluation of student outputs, such as final year projects
- Student learning journals
- Examples of feedback practice
- Screenshots demonstrating timely responses to support student learning

### Supporting Evidence - Peer Review and Recognition
- Peer review of teaching
- Peer review of unit content, materials and/or teaching portfolio
- Letters of reference from: students, alumni, director of studies, head of school or unit/course leaders
- Letters of reference from: staff mentees, external examiners and collaborators
- Authorship of widely-used text books
- Pedagogical conference prize
- Institutional and national teaching awards/fellowships/prizes
# Impact on Educational Knowledge

<table>
<thead>
<tr>
<th>Level</th>
<th>A Pedagogical content knowledge</th>
<th>B Education research performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level A</td>
<td>Demonstrated application of a range of pedagogies and evaluation of impact using evidence</td>
<td>Evidence of dissemination of educational applications and impact</td>
</tr>
<tr>
<td>Level B</td>
<td>Demonstrated knowledge of a range of pedagogies and use of evidence to inform improvements</td>
<td>Evidence of contribution made to pedagogical knowledge through theoretical / empirical / translational research within a field of expertise</td>
</tr>
<tr>
<td>Level C</td>
<td>As per Level C requirements and</td>
<td>Evidence of high quality publications in education research as per Faculty targets</td>
</tr>
<tr>
<td>Level D</td>
<td>As per Level D requirements and</td>
<td>Receipt of internal funding in teaching and learning research</td>
</tr>
<tr>
<td>Level E</td>
<td>Integration of scholarship, research and professional activities with teaching and learning in support of student learning</td>
<td>Receipt of external funding in teaching and learning</td>
</tr>
</tbody>
</table>

## Supporting Evidence

### Academic / Professional Activities
- Invited speaker at key events in teaching and learning
- Visiting/honorary position at other institutions
- Pedagogical knowledge and content expertise
- Active member of teaching and learning research group
- Participation in government consultation committees
- Invited speaker at national/global events in teaching and learning

### Measures of Student Learning
- Pedagogical knowledge and content expertise
- Student engagement surveys (unit level)
- Student learning journals
- Pre and post tests (unit level)

### Peer Review and Recognition
- Refereed conference and journal publications
- Publications, citations, research grants and income
- National and global press coverage
- National / global awards and prizes
- External accreditation panels / course reviews / consultations
## Impact on Educational Environment

### Level A

**A. Education innovation**

- Demonstrated participation in initiatives that drive innovation in units/courses, internal or external programs

**B. Education leadership**

- Evidence of engagement in collegial/collaborative activities to support education
- Demonstrated proactive support of colleagues to develop and improve their teaching
- Evidence of leadership in faculty/university committees and working groups related to teaching and learning
- Demonstrated engagement in internal and external program reviews
- Evidence of participation in institutional and/or national dialogue around teaching and learning

### Level B

- Demonstrated contribution to educational innovation within and beyond units/courses

### Level C

- As per Level A requirements

### Level D

- As per Level C requirements

### Level E

- Design and planning of learning activities

### Previous Criteria

- Evidence of influence on academic staff to cultivate a positive attitude towards teaching
- Evidence of contributions to institutional and/or national dialogue around teaching and learning

### Supporting Evidence - Academic / Professional Activities

- Leadership role in strategic institutional curriculum and/or policy development
- Design and delivery of high-impact course innovation
- Leadership of QA or accreditation processes
- External reviewer/trainer/advisor
- Participation in government consultation committees
- Invited speaker at national/global events in teaching and learning
- Participation in judging panels for teaching awards and prizes
- Participation in faculty and university committees related to teaching and learning

### Supporting Evidence - Measures of Student Learning

- Commendations received by graduate recruiters and employers
- Students’ self-reported learning gains, student engagement surveys (course or institutional level)
- Course/institutional pass rates/progression rates in line with university procedures
- Institutional surveys of student perceptions or experience

### Supporting Evidence - Peer Review and Recognition

- Letters of reference from senior university managers, external collaborators and those who have taken inspiration from the candidate’s educational approaches
- Reports from collaborators, external impact reports/case studies
# Education-focused Expectations for Educational Excellence

## Workload expectations

<table>
<thead>
<tr>
<th>Scholarly Teaching Fellows (A)</th>
<th>Level B</th>
<th>Level C</th>
<th>Level D</th>
<th>Level E</th>
<th>Previous Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workload allocation across all education-related expectations areas in line with Faculty and school level allocations</td>
<td>Workload allocation across all education-related expectations areas in line with Faculty and school level norms</td>
<td>Workload allocation across all education-related expectations areas in line with Faculty and school level norms</td>
<td>Workload allocation across all education-related expectations areas in line with Faculty and school level norms</td>
<td>Workload allocation across all education-related expectations areas in line with Faculty and school level norms</td>
<td></td>
</tr>
</tbody>
</table>

## A Effective teaching and learning

### Workload allocation

**A
demonstrated ability to effectively teach unit/course/program content**

As per Level A requirements and

As per Level B requirements and

As per Level C requirements and

As per Level D requirements and

Teaching and supporting student learning

Assessment and giving feedback to students on their learning

**Evidence of contribution to coordination of units**

Demonstrated use of active and experiential learning approaches and appropriate learning technologies

**Demonstrated use of appropriate learning technologies**

Use of evidence-informed approaches to enhance student learning

**Demonstrated responsiveness to individual student learning needs**

Use of evidence-informed approaches to enhance student learning

**Demonstrated expertise and knowledge in discipline, as evidenced by authentic assessment**

Meets minimum requirements on student and teaching surveys

Meets minimum requirements on student and teaching survey results

Meets or exceeds aspirational requirements of student and teaching survey results

**B Responsive program / unit design**

**Effective contribution to design and development of unit materials, in teams or with supervision**

As per Level A requirements and

As per Level B requirements and

As per Level C requirements and

As per Level D requirements and

Design and planning of learning activities

**Demonstrated contribution to the development of curriculum for existing / new programs**

Demonstrated leadership around course design at the faculty/inter faculty level and in national or international settings

**Proactive monitoring of the student learning experience across the unit**

Demonstrated enhancements in delivery models (online and blended)

Evidence-based and/or innovative approaches in unit design or delivery

Demonstrated responsibility for curriculum development for existing/new programs

**Demonstrated alignment of unit teaching and learning activities with professional standards and accreditation**

Self-initiated development of unit or teaching material (may include development work done in teams)

Demonstrated contribution to the development of curriculum for courses/units/internal or external programs

Meets minimum requirements on student and teaching surveys

Meets or exceeds aspirational requirements of student and teaching survey results
## Education-focused Expectations for Educational Excellence

### Scholarly Teaching Fellows (A)

<table>
<thead>
<tr>
<th></th>
<th>Level B</th>
<th>Level C</th>
<th>Level D</th>
<th>Level E</th>
<th>Previous Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C Student-centred orientation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstration of a student-centred and inclusive approach and environment</td>
<td>As per Level A requirements and</td>
<td>As per Level B requirements and</td>
<td>As per Level C requirements and</td>
<td>As per Level D requirements</td>
<td>Developing effective learning environments, student support and guidance</td>
</tr>
<tr>
<td>Evidence of timely and professional responses</td>
<td>A well defined theory of teaching to support student centered learning</td>
<td>Work effectively with others to develop a consistent student experience within units and courses</td>
<td>Lead effectively with others to develop a consistent student experience within units, coursers, and faculties / the institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of a systematic approach to enhancing student learning</td>
<td>Evidence of engagement in collegial/collaborative activities to support education</td>
<td>Participation in teaching exchanges with colleagues and the wider community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work effectively with others to develop a consistent, or improve, student experience within units</td>
<td>Evidence of commitment to creating learning spaces which support student wellbeing and cultural safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D Professional learning engagement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in learning and development around Monash priorities, policies and procedures</td>
<td>As per Level A requirements and</td>
<td>As per Level B requirements and</td>
<td>As per Level C requirements and</td>
<td>As per Level D requirements and</td>
<td>Evaluation and development of practice leading to continual professional enhancement</td>
</tr>
<tr>
<td>Achievement of positive formative peer review outcomes</td>
<td>Consistent learning to maintain discipline/teaching and learning knowledge</td>
<td>Provision of mentoring and peer review of teaching</td>
<td>Demonstrated contribution to education professional learning activities in a Faculty, the University or discipline</td>
<td>Demonstrated contribution to education professional learning activities in local, national and international contexts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seeks education recognition (eg HEA Fellowship)</td>
<td>Achievement of recognition in education (eg HEA Fellowship)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Achievement of positive summative peer review outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Supporting Evidence - Academic/Professional Activities**
- Details of units taught (student numbers, nature of teaching, etc.)
- Details, samples of teaching materials designed and developed
- Details of contribution to unit / course review or renewal
- Student support and guidance activities outside the curriculum
- Participation in certification and professional learning in teaching and learning
- Details of professional development activities
- Mentoring of teaching staff
- Participation in programmes of educational reform or innovation
- Institutional committee membership
- External examiner/trainer/ facilitator
- Membership of teaching and learning organisation
- SETU data

**Supporting Evidence - Measures of Student Learning**
- Informal and unsolicited student feedback
- Pass rates, attrition rates and student progression that can be attributed to specific units
- Retrospective assessment by alumni
- Assessments made by graduate recruiters and employers with respect to specific units/experiences
- Student prizes/achievements that can be linked to specific unit/course
- Examination/assessment results, benchmarked against other cohorts that aligns to university policy
- Evaluation of student products, such as final year projects
- Student learning journals
- Examples of feedback practice (with consent from students)
- Screenshots demonstrating timely responses to support student learning

**Supporting Evidence - Peer Review and Recognition**
- Peer review of teaching/ Peer review of others’ teaching
- Peer review of unit content, objectives and materials and/or teaching portfolio
- Authorship of widely-used texts showing impact
- Pedagogical conference presentations
- Institutional and national teaching awards/fellowships/prizes
# Education-focused Expectations for Educational Excellence

## Impact on Educational Knowledge

<table>
<thead>
<tr>
<th>Scholarly Teaching Fellows (A)</th>
<th>Level B</th>
<th>Level C</th>
<th>Level D</th>
<th>Level E</th>
<th>Previous Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Integration of scholarship, research and professional activities with teaching and in support of student learning</td>
</tr>
</tbody>
</table>

### A Pedagogical content knowledge

<table>
<thead>
<tr>
<th>Level B</th>
<th>Level C</th>
<th>Level D</th>
<th>Level E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated application of a range of pedagogies and evaluation of impact using evidence</td>
<td>Demonstrated knowledge of a range of pedagogies and use of evidence of to inform improvement</td>
<td>Demonstrated deep knowledge of a range of pedagogies and use of evidence of to inform improvement</td>
<td>Evidence of recognition for expert teaching within local, international, professional and community contexts</td>
</tr>
<tr>
<td>Evidence of contribution made to pedagogical knowledge through theoretical/ empirical and/or translational research within a field of expertise</td>
<td>Evidence of recognition for expert teaching in Faculty/ University</td>
<td>Evidence of recognition for expert teaching in Faculty/ University</td>
<td>Evidence of recognition for expert teaching in Faculty/ University</td>
</tr>
</tbody>
</table>

### B Educational research performance

<table>
<thead>
<tr>
<th>Evidence of high quality publications (1 per 2 years or as per Faculty targets)</th>
<th>Evidence of high quality publications (1.5 per 2 years or as per Faculty targets)</th>
<th>Evidence of high quality publications (2 per two years or as per Faculty targets)</th>
<th>Evidence of high quality publications (3 per two years or as per Faculty targets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of dissemination of educational applications and impact at public events or conferences</td>
<td>Receipt of internal funding in research of teaching and learning</td>
<td>Demonstrates significant advances in pedagogical knowledge through theoretical/ empirical and/ or translational research, with national/ international impact</td>
<td>Demonstrated sustained high-impact contribution to pedagogical research and knowledge, with impact across their field of expertise in local or international contexts</td>
</tr>
</tbody>
</table>

### Supporting Evidence - Academic/ Professional Activities

- Invited speaker at key events in teaching and learning
- Visiting/honorary position at other institutions
- Peer reviewer of teaching
- Active member of teaching and learning research group
- Participation in government consultation committees
- Invited speaker at national/global events in teaching and learning

### Supporting Evidence - Measures of Student Learning

- Students’ self-reported learning gains (unit level)
- Student engagement surveys (unit level)
- Student learning journals
- Pre and post tests (unit level)

### Supporting Evidence - Peer Review and Recognition

- Refereed conference and journal publications
- Publications, citations, research grants and income
- National and global press coverage
- National/global awards and prizes
## Impact on Educational Environment

<table>
<thead>
<tr>
<th>Scholarly Teaching Fellows (A)</th>
<th>Level B</th>
<th>Level C</th>
<th>Level D</th>
<th>Level E</th>
<th>Previous Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Contribution to educational innovation within and beyond units/courses</td>
<td>Demonstrated initiation of innovation, within and beyond units/courses, in response to Faculty/University strategies</td>
<td>Demonstrated contribution to teaching and learning innovation in faculty, institutional or external contexts</td>
<td>Level D requirements</td>
<td>Design and planning of learning activities</td>
</tr>
<tr>
<td><strong>A  Education innovation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B  Education leadership</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Supporting Evidence - Academic / Professional Activities
- Leadership role in strategic institutional curriculum and/or policy development
- Design and delivery of high-impact course innovation
- Leadership of QA or accreditation processes
- External reviewer/trainer/advisor
- Participation in government consultation committees
- Invited speaker at national/global events in teaching and learning
- Participation in and leadership of high-impact national and global educational programmes
- Participation in judging panels for teaching awards and prizes
- Participation in Faculty and University committees or working groups related to teaching and learning

### Supporting Evidence - Measures of Student Learning
- Commendations received by graduate recruiters and employers
- Students’ self-reported learning gains, student engagement surveys (course or institutional level)
- Course/institutional pass rates/progression rates in line with university procedures
- Institutional surveys of student perception or experience

### Supporting Evidence - Peer Review and Recognition
- Letters of reference from senior university managers, external collaborators and those who have taken inspiration from the candidate’s educational approaches
- Reports from collaborators, external impact reports/case studies