



LEARNING & TEACHING CRITERIA

SOURCES AND FORMS OF EVIDENCE

The types of evidence you collect and illustrate will depend on the criteria against which you are aiming to show achievement. Different forms of evidence may be applicable across criteria; there is not necessarily a “right or wrong answer”. Use judgment and seek advice from your peers and mentors as to which of the following evidence types will support your narrative.

Notwithstanding this, at the end of the evidence list we have compiled forms of evidence specific to criteria 5 and 6 to provide additional assistance in responding to those criteria that are mandatory depending on your education focus.

The forms of evidence below are deliberately broken down into two distinct categories:

Strong impactful evidence – evidence that illustrates that the changes you have made have had an impact on learning outcomes.

Evidence of contribution – the changes that you made that aim to create an impact on learning outcomes. These are important in illustrating your journey in creating the impact.

These sources and forms of evidence are not meant to be exhaustive. They are a guide to spark your thinking.

CRITERIA 1 - 4

In addressing criteria 1-4, the following evidence sources may be relevant:

Strong impactful evidence

- qualitative feedback from formal student evaluations (SETU)
- feedback from students using a variety of formative tools and unsolicited testimonials
- demonstrated use of evaluation data to inform and change teaching
- results of student achievement (examinations or other assessments)
- outputs of student learning (publications, exhibitions, projects, etc.)
- unit attendance and unit enrolments
- student completions and progress (to advanced courses, higher degrees)
- success of past students
- appointment and impact as course coordinator/supervisor
- leading processes around accreditation of courses by professional bodies
- impact of departmental/faculty leadership in education
- active membership of Departmental Education Committee or equivalent
- results of external examiners' reports on units taught (e.g. through QVS)
- impact of innovative practice and resources including evidence of engagement with colleagues and change of peer's practice locally, nationally or internationally

- successful employer and/or schools linkage
- professional teaching qualifications achieved
- contribution to training courses, modules on learning and teaching
- receipt of awards for teaching including prizes, citations, medals, fellowships (internal and external)
- acting as an external examiner or reviewer at other institutions
- service as an advisor on teaching and learning at the local, national or international level
- visiting appointments at other institutions
- relevant extracts from minutes of committees and/or working groups demonstrating action and/or leadership
- successful establishment of networks, interest groups, communities of practice
- unsolicited written evidence (e.g. published reviews of textbooks, opinion pieces)

Evidence of contribution

Criterion 1: Design and planning of learning activities

- course/unit coordination, development, review and evaluation
- learning outcomes development and curriculum design
- in-class resources and teaching materials
- online resources and teaching materials
- incorporation and use of enabling technologies

Criterion 2: Teaching and supporting student learning

- student-centred approaches to teaching
- informed teaching and support strategies/techniques
- application of approach to discipline focus
- range of teaching undertaken
- innovation and creativity
- novel approaches to incorporating skills development, work integrated learning and applying cultural awareness

Criterion 3: Assessment and giving feedback to students on their learning

- monitoring, moderating and planning assessment
- formative assessment materials and resources
- summative assessment approaches
- assessment criteria and rubrics
- innovations in assessment methodologies
- design, planning and evaluation of feedback mechanisms

Criterion 4: Developing effective learning environments, student support and guidance

- initiating effective learning environments
- identification and direction of support services
- support of learning (advising, mentoring)
- support mechanisms (peer-teaching programs, learning communities)
- embedding respect and cultural awareness

Criterion 5: Integration of scholarship, research and professional activities with teaching and in support of learning.

In addressing criterion 5 and the impact on the scholarship of teaching, the following evidence sources may be relevant:

Strong impactful evidence

- professional teaching qualifications achieved
- contribution to training courses, modules on learning and teaching
- receipt of awards for teaching including prizes, citations, medals, fellowships (internal and external)
- solicited authorship of texts, sections of text or policy documents
- editorship or referee for scholarly journals in learning and teaching (including journal quality)
- impact on educational policy and curriculum development nationally and internationally
- fellowship of, and/or offices of responsibility in, relevant professional bodies
- acting as an external examiner or reviewer at other institutions
- service as an advisor on teaching and learning at the local, national or international level
- visiting appointments at other institutions
- service on external high-level education-related selection committees
- relevant extracts from minutes of committees and/or working groups demonstrating action and/or leadership
- invitations at national and international conferences and symposia (including keynotes, seminars) • impact of textbooks, publications and conference presentations (whether general or discipline specific)
- receipt of grants for aspects of teaching and learning development
- competitiveness of granting agencies from whom funding has been obtained
- successful establishment of networks, interest groups, communities of practice

Evidence of contribution

- development and dissemination of new models for curricula and teaching practice
- participation in practitioner research and case studies of teaching practice
- identification of implications for future practice, informed by relevant literature
- participation in scholarship of learning and teaching-related organisations
- involvement with local, national or international scholarship activities and projects (e.g. OLT projects)
- publications and conference presentations in the area of learning and teaching
- conference and workshop organisation
- publication of textbooks, book chapters, policy documents, opinion editorials etc.

Criterion 6: Evaluation and development of practice leading to continual professional enhancement

In addressing criterion 6, the following evidence sources are specifically relevant:

Strong impactful evidence

- qualitative feedback from formal student evaluations (SETU)
- formative peer review of teaching report
- feedback from students using a variety of formative tools and unsolicited testimonials
- demonstrated use of evaluation data to inform and change teaching
- impact of mentorship and peer observation by colleagues
- outcomes from internal and external peer observations

- other unsolicited feedback from peers observing teaching practice
- impact of innovative practice and resources including evidence of engagement with colleagues and change of peer's practice locally, nationally or internationally
- change in personal teaching practice as a result of courses and development opportunities (e.g. MEA Modules)
- receipt of awards for teaching including prizes, citations, medals, fellowships (internal and external)
- successful employer and/or schools linkage
- professional teaching qualifications achieved
- contribution to training courses, modules on learning and teaching
- acting as an external examiner or reviewer at other institutions
- service as an advisor on teaching and learning at the local, national or international level
- visiting appointments at other institutions Evidence of contribution
- delivery of school or faculty workshops
- contributions to events within and beyond the University
- involvement with teaching support activities
- service as a teacher or facilitator in the local community, industry etc.