

The Framework – criterion by criterion (1-5)

Criterion 1 - Design & plan learning activities for courses & programs	
Level A	<p>Developing expertise in designing teaching activities:</p> <ul style="list-style-type: none"> • Create exciting and engaging learning activities based on a knowledge of student learning and relevant issues for industry/professional practice • Report the general student experience to the course coordinator/team for course review and improvement purposes • Contribute an introductory level to course or curriculum design, incorporating discipline and industry knowledge
Level B	<p>Proficient in designing teaching activities:</p> <ul style="list-style-type: none"> • Contribute to the development of student resources that demonstrate high level knowledge of discipline, industry and student learning • Exhibit innovative practice in the selection, organisation and synthesis of content for student learning • Collaborate with course team colleagues to develop and implement stimulating learning and teaching activities that have a positive impact on student learning • Ensure the student voice / feedback / outcomes are incorporated into course design
Level C	<p>Significant contribution to designing teaching activities:</p> <ul style="list-style-type: none"> • Significantly contribute to the formulation of program objectives and evaluation of whether program objectives are achieved • Draw upon or contribute to advanced or specialised discipline knowledge and apply this to curriculum content • Build relationships with industry and community stakeholders to ensure curriculum and assessment enhance student employability across a program of study • Ensure the student voice / feedback / outcomes are incorporated into program design
Level D	<p>Outstanding contribution to designing teaching activities:</p> <ul style="list-style-type: none"> • Lead innovative curriculum design at the program, School, Division or the University level • Lead quality assurance of learning across a program, School, Division or the University • Lead stakeholder engagement, e.g. with students, industry, community, government, in the development and continual improvement of curriculum
Level E	<p>Distinguished contribution to designing teaching activities:</p> <ul style="list-style-type: none"> • Demonstrable impact on the discipline over a sustained period • Demonstrable impact on success of graduates over a sustained period

Criterion 2 - Teach & support student learning	
Level A	<p>Developing expertise in teaching practice:</p> <ul style="list-style-type: none"> • Approach teaching with passion and inspire students to do their best • Enthusiastic and clear communication to support student understanding, participation, engagement and achievement • Evaluate teaching and learning activities using student feedback and student assessment data to reflect on and improve teaching practice • Positively contribute to the teaching team
Level B	<p>Proficient teaching practice:</p> <ul style="list-style-type: none"> • Use high level teaching knowledge and skills to implement technology enhanced learning • Develop a culture of high expectations for all students • Work with the teaching team in a course to use student assessment data, student feedback and student retention data to systematically reflect on and improve learning • Support colleagues in the teaching team to develop exemplary teaching practice
Level C	<p>Significant contribution to teaching practice:</p> <ul style="list-style-type: none"> • Mentor colleagues in the implementation of effective teaching strategies including technology enhanced learning • Lead and manage teaching teams to deliver high quality learning outcomes • Work with, and where appropriate, lead colleagues to review and improve programs using student feedback, student assessment data, knowledge of curriculum and workplace practices
Level D	<p>Outstanding contribution to teaching practice:</p> <ul style="list-style-type: none"> • Lead colleagues to review, modify and expand their repertoire of teaching strategies • Design and lead implementation of innovative teaching approaches and/or materials that are widely adopted, including beyond the institution
Level E	<p>Distinguished contribution to teaching practice:</p> <ul style="list-style-type: none"> • Exhibit exemplary practice and lead colleagues to plan, implement and review innovative learning and teaching practice within programs at the University, disciplinary or (inter)national level • Lead the improvement of teaching standards/learning policies/strategies at the School, Division or University level • Recognised as a leader nationally in teaching standards

Criterion 3 - Assess & provide feedback to students	
Level A	<p>Developing expertise in assessment and providing feedback:</p> <ul style="list-style-type: none"> • Conduct assessment according to the University's Assessment Policies and Procedures Manual (APPM) • Clearly explain assessment tasks and their alignment to industry/discipline related practice • Provide timely and appropriate feedback to students about their learning • Participate in moderation of marking exercises for the course
Level B	<p>Proficient in assessment and providing feedback:</p> <ul style="list-style-type: none"> • Design assessment tasks that align with learning outcomes/course objectives • Develop and use a range of assessment strategies for a course, e.g. informal and formal, diagnostic, formative and summative • Harness technologies to make course assessment and feedback more engaging, effective and efficient • Coordinate course moderation (including review of assessment tasks)
Level C	<p>Significant contribution to assessment and providing feedback:</p> <ul style="list-style-type: none"> • Support program colleagues to evaluate the effectiveness of their approaches to assessment and feedback, e.g. through sharing exemplary practice and initiating peer review • Lead the moderation of assessment, including the validity of assessment items and their sequence, plus program grades
Level D	<p>Outstanding contribution to assessment and providing feedback:</p> <ul style="list-style-type: none"> • Support the learning of colleagues and lead the improvement of assessment and feedback standards for programs, School and Division
Level E	<p>Distinguished contribution to assessment and providing feedback:</p> <ul style="list-style-type: none"> • Lead the improvement of assessment and feedback standards at the School, Division or University level • Lead the implementation of digital assessment or feedback techniques within the University • Recognised as a leader nationally in assessment and feedback theory and practice • Disseminate good practice of the peer review of assessment/feedback across different disciplines at a national level

Criterion 4 - Develop supportive learning environments	
Level A	<p>Developing expertise in creating supportive learning environments:</p> <ul style="list-style-type: none"> • Support quality learning for a diverse student cohort • Establish respectful learning communities based on the Code of Ethical Conduct, Code of Good Practice: University Teaching and Code of Conduct for Students • Respond promptly and respectfully to student enquiries and direct students to appropriate support/services • Use Learning Analytics to better understand and enhance student engagement and performance
Level B	<p>Proficient in creating supportive learning environments:</p> <ul style="list-style-type: none"> • Design, select and utilise teaching approaches which facilitate positive student learning outcomes • Incorporate the cultural knowledge and experiences of others into learning activities • Collaborate with the teaching team to effectively utilise resources for maximum impact on student learning
Level C	<p>Significant contribution to creating supportive learning environments:</p> <ul style="list-style-type: none"> • Contribute strategically to curriculum implementation across the Program / School / Division to meet the needs of a diverse student cohort • Assist with the development and implementation of guidelines and policies that support ethical, safe and effective learning environments • Support colleagues to enact ethical and cultural perspectives in teaching and learning, e.g. respectful, supportive and safe learning environments
Level D	<p>Outstanding contribution to creating supportive learning environments:</p> <ul style="list-style-type: none"> • Lead initiatives or innovation in supporting students, improving the learning environment of the School / Division / University
Level E	<p>Distinguished contribution to creating supportive learning environments:</p> <ul style="list-style-type: none"> • Lead and promote a School / Division / University wide culture that values and encourages reciprocal, cross-cultural relationships to support all aspects of learning

Criterion 5 - Integrate scholarship, discipline research & professional activities	
Level A	<p>Developing profile in a scholarly approach to teaching:</p> <ul style="list-style-type: none"> • Engage in a scholarly way with how students learn in the discipline • Incorporate current teaching and learning research into teaching activities and course materials
Level B	<p>Proficient knowledge and skills in a scholarly approach to teaching:</p> <ul style="list-style-type: none"> • Systematically reflect on and improve own teaching practice • Systematically participate in teaching-related professional development • Engage with and share scholarship of teaching and learning with colleagues
Level C	<p>Significant contribution to the scholarship of teaching & learning:</p> <ul style="list-style-type: none"> • Demonstrate institutional impact through curriculum development at the discipline or interdisciplinary level • Present on teaching and learning at local and national conferences* • Participate in and/or lead funded projects (local and national) related to teaching practice in the discipline* • Scholarly publications in teaching and learning*
Level D	<p>Outstanding contribution to scholarship of teaching and learning:</p> <ul style="list-style-type: none"> • Participate in (inter)national organisations related to teaching area* • An outstanding record of scholarly publications in quality teaching and learning journals* • Invited presentations at national and international conferences and other fora • Partner and/or lead investigator on externally funded teaching and/or curriculum projects*
Level E	<p>Distinguished contribution to scholarship of teaching and learning:</p> <ul style="list-style-type: none"> • Recognised as an international authority for scholarship of teaching and learning, with a track record in, e.g. high quality learning and teaching publications, e.g. journal articles, book chapters, books • Plenary addresses and workshops at relevant national and international conferences • Lead investigator on externally funded teaching and/or curriculum projects • Teaching fellowships (e.g. UK's Higher Education Academy and HERDSA) • Evidence of innovative teaching materials that have influenced the practice of others / have been adopted externally

* Scholarly and leadership contributions such as these will particularly be expected from academic staff in the Teaching Academic profile at Levels C and above.