

Education Teaching Quality

Australian Criteria and Standards for University Teaching

A strategic priority initiative of the OLT

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Teacher Criteria & Standards Framework

- Practical, flexible guide
- Underpinned by principles of quality teaching
- Seven criteria, each with:
 - examples of practice
 - indicative expectations of performance
 - sources of evidence
- Alignment with academic appointment and promotional levels
- Indicative standards for promotional levels A – E

Indicative criteria

1. Design and planning of learning activities
2. Teaching and supporting student learning
3. Assessment and giving feedback to students
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

Criterion 6. Evaluation of practice and continuing professional development

Indicative Standards

Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
Participation in teaching related professional development	Systematic participation in teaching related professional development	Contribution and participation in professional development activities in discipline, faculty, university	Evidence of leadership and contribution in the provision of professional development of others	A sustained and successful commitment to and engagement in continuing professional development related to academic, institutional and/or other professional practice at inter/national level
	Successful completion of Foundation of University Teaching program	Completion of a Grad. Cert.		
	Completion HDR supervision training		Mentoring and peer review of colleagues in teaching	Leadership and mentoring at inter/national level

Criterion 6. Evaluation of practice and continuing professional development

Indicative Evidence

- Evidence that student and peer feedback is used to enhance teaching practice
- Record of completion of teaching programs, e.g. Grad. Cert, HDR training etc.
- Reports/evidence of successful achievement in roles such as mentor, peer review, chair of committee etc.
- National impact and peer recognition from institution, discipline, sector
- Evidence of contribution and role from PD programs

Resources & support

Personal reflection

I have found that it is often the 'little' things that have a big impact – for example, the use of student names. From the first lecture, I aim to get to know students personally...

Dr Debra Bath, Griffith University

I am particularly impressed with Giuseppe's commitment to help colleagues and see teaching improved within and beyond the discipline. Examples would be his willingness to engage in peer review...

Prof Mark Freeman about Giuseppe Carabetta, University of Sydney

Peer review

Student Feedback

Allan's lectures are always really engaging... great use of media and interaction...great rapport!

Student about Dr Alan Stirling, Bond University

REWARD BENCHMARK PRINCIPLES RECOGNITION QUALITY TEACHING

What is it?

A framework that provides universities and their academic staff with a practical and flexible guide for clarifying what constitutes quality teaching and how it can be evidenced. Five Western Australian universities led this national project with the explicit aim of recognising the ways in which quality teaching can be identified, supported and ultimately rewarded.

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Why this website?

The primary purpose is to enable dissemination of the outcomes of the project, the framework and documents that support its use. The framework itself provides indicative criteria and performance standards that can be adapted by different institutions to suit their own teaching criteria and standards.

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What does it offer?

Documents that support the use of the framework, including; instructions on the intended use of the framework, explanation of the principles of quality teaching that underpin the framework, useful guides and resources, and tips and strategies for career planning and collecting evidence, as well as external resources and project information.

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The Framework

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Indicative standards by criteria

Criterion 1 | Design and planning of learning activities

To demonstrate this criterion you should provide evidence of good practice in planning, development and preparation of learning resources and materials for a unit, course or degree program, including coordination or involvement in curriculum design and development. Good practice may be demonstrated across any or all of the full range of teaching contexts, including undergraduate, postgraduate, clinical and practical contexts. Where possible you should demonstrate how you have shown leadership or influenced others.

Good practice in relation to this criterion might include demonstration of:

- Preparation
- Knowledge of the discipline
- Knowledge of the student learning process
- Knowledge and appropriate use of teaching techniques
- Knowledge and application of curriculum design
- Knowledge and appropriate use of technology
- Innovative design or use of technology

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

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)
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 summertime

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Indicative standards by promotional level

Lecturer (A)

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

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
<ul style="list-style-type: none">• 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.<ul style="list-style-type: none">• 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	<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

The Resources

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University Teaching Criteria
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[Home](#) [Framework](#) [Project](#) [Resources](#) [Contact Us](#)

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RECOGNITION REWARD RECOGNITION
QUALITY TEACHING REWA

Resources

About the resources	4
Exemplars	
Good practice guides	
Collecting evidence	
Bibliography of resources	
Related projects	

About the resources

To support users of the framework we have conducted an extensive review of higher education websites and resources on quality teaching. Given the multitude of resources available, we assessed them for quality and relevance, and have compiled annotated bibliographies of exemplars and guides to good practice that demonstrate the indicative criteria and evidence outlined in the framework.

In this section of the website you will find descriptions and links to useful guides and resources that illustrate good practice (organised by criteria), tips and strategies for career planning and collecting evidence, links to related projects and other useful information.



The Exemplars

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[Framework](#)

[Project](#)

[Resources](#)

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Resources

[About the resources](#)

[Exemplars](#)

[Criterion 1](#)

[Criterion 2](#)

[Criterion 3](#)

[Criterion 4](#)

[Criterion 5](#)

[Criterion 6](#)

[Criterion 7](#)

[Good practice guides](#)

[Collecting evidence](#)

[Bibliography of resources](#)

[Related projects](#)

Exemplars

Criterion 1 | Design and planning of learning activities

Exemplar 1 – Associate Professor Leon Wolff, Faculty of Law, Bond University

Associate Professor Leon Wolff was awarded a Citation by the Australian Learning and Teaching Council for his innovative use of narrative methodology to create an authentic, inquiry-based learning experience for first year law students. In his application for the award he reflects on how he developed curriculum and resources that reflect innovative design, a command of the discipline of law and pedagogical principles such as a student-centred approach.

Personal reflection

"My approach to narrative method takes seriously the central pedagogical principle that students should be at the centre of their learning experience (Biggs & Tang, 2007). My curriculum and assessment design, for example, does not position the teacher as the master story teller. Instead, students are at the forefront of the narrative. They are the lawyers, they are the ones assisting the clients with their legal disputes, and, as students acquire more knowledge of the design of the legal system and the skills of research, analysis, writing, problem-solving and critique, they are the ones who prepare the legal opinions. ... The development of such a curriculum requires imagination and legal expertise."

Associate Professor Leon Wolff, Faculty of Law,
Bond University.

[View Leon's full application](#)

Wood, K., Knight, D., & Kivash, S. (Eds.) (2012). *Scholarship of teaching and learning @ Bond: Fostering early career research* (Vol. 2). Queensland, Australia: Office of Teaching and Learning, Bond University, pp. 187-189.

Using the Framework

- A tool for universities to clarify expectations and set indicative standards for teaching criteria
- Customised by each university
- Indicators highlighted in bold suggested as minimum standards for each criterion and link to subsequent levels
- Setting standards or evidence requires consultation within each university (discipline?)
- The layout can be adjusted to the requirements of individual institutions.

Project extension - Implementation phase

- Intended outcomes
 - To embed teaching quality criteria in probation, promotion, review, and professional development processes in a range of universities
 - To share understanding of successful processes for achieving implementation in diverse universities

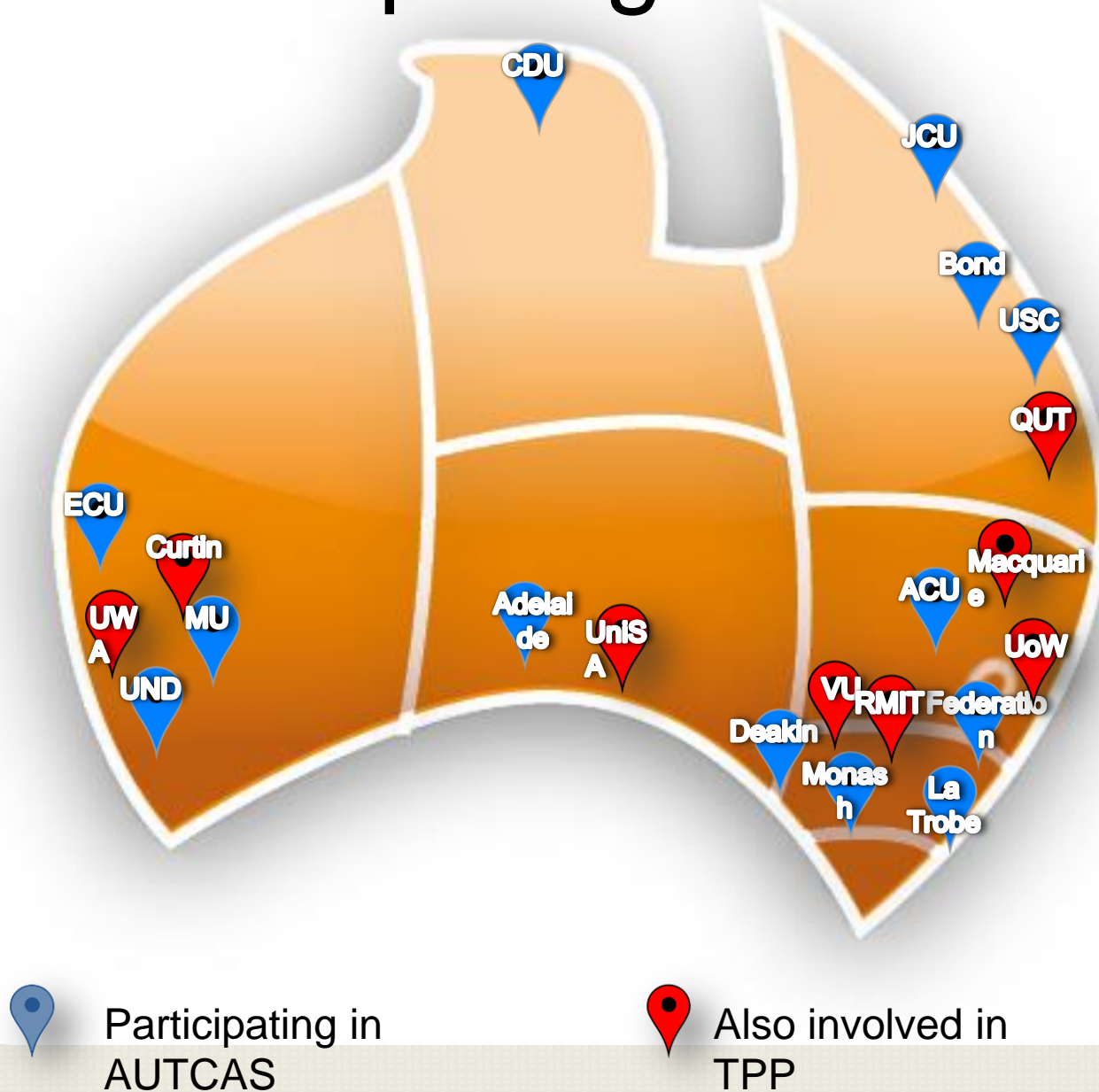
1st Workshop (May)

Ongoing support

2nd Workshop (Oct)

Case study development

Participating Universities



AUTCAS Project: Progress to date

- Workshop 1: Perth, Adelaide, Melbourne, Sydney and Brisbane
- 21 universities participated in the first round of workshops
- Dissemination
 - OLT National forum (Syd)
 - ICED (Sweden)
 - HERDSA (HK), HERDSA rekindled (WA)
 - HEA (UK)
 - SCAP (UK)

Workshop 2: Perth, Adelaide, Melbourne, Sydney and Brisbane

Workshop tool : 12 stages

1. Area of focus

2. Description of current practice

3. University's political imperative for development of teaching criteria

4. Identify documents, policies, organisational structures and stakeholders required to advance this process in your university

5. List teaching criteria already in place in your university

6. Detail existing institutional expectations and standards of teaching practice

7. Identify policy implications and determine best approach for embedding teaching criteria/standards into policy and practice

8. Who do you need to engage to support you in the process of implementation? How will you engage them?

9. Process for engagement and implementation. What have you done and are doing to implement the teaching criteria? What activities/strategies have you developed?

10. What have you been able to achieve?

11. Where to next?
Do you think that what you have done is embedded beyond the project?

12. Anticipated and unanticipated outcomes

Outcomes: Workshop 1

- Universities were at various stages of review and implementation
- Teams successfully identified next steps
- The workshop resources (AUTCAS framework and 12 Stage review template) and structure were effective
- WA case studies helped with clarifying and discussing key stages
- Framework provided a multi-dimensional resource
- Collaboration within and between universities was appreciated
- Ongoing dialogue at a university, state and national level

Outcomes: Workshop 2

- Focus was on discussing achievements, issues and challenges
- Sharing experiences and strategies
- Clarifying and discussing key stages (9-12)
- Ways in which the Framework had been used
- Collaboration within and between universities was extended
- Case study development and reporting
- Ongoing dialogue at a university, state and national levels

More information

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www.uniteachingcriteria.edu.au

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