**Academic Level A: TPE Rubric**

Domain 1: **Excellence in Student Learning and Teaching Practice** (Level A academics need to report against 2 areas of activity in this Domain)

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| Area of activity | Exceed expectations | | Meet expectations | | Not met | Evidence (Examples only – preferably linked and/or included in ePortfolio) |
| 1. Develops a statement of teaching philosophy/principles | Develops a teaching philosophy for a specific purpose that has been peer reviewed and feedback acted upon, with links to the learning and teaching literature. |  | Drafts a teaching philosophy that incorporates some learning and teaching literature. |  |  | Teaching philosophy; Marked up versions with feedback |
| 2. Prepares unit outlines to communicate learning outcomes, teaching & learning activities & assessment | Unit outline meets all UTAS requirements and includes sufficient detail to guide students, is uploaded to MyLO, and unit outline and MyLO is available prior to week 1 of Semester. |  | Unit outline meets all basic UTAS requirements. |  |  | Unit Outline; MyLO screen shots;  Links to openly available Unit Outline  Student feedback; Peer feedback on UO |
| 3. Conducts tutorials, practical classes, demonstrations, workshops, student field excursions; clinical sessions. | Plans for, design and conducts tutorials incorporating new or substantially revised material and/or tailors pre-prepared material for specific classes with knowledge of students. |  | Conducts tutorials, practical classes etc. with students that have been prepared by unit coordinators, ensuring key outcomes of the teaching have been delivered. |  |  | Tutorial plans; Screen shots; lab manuals; student feedback; peer feedback |
| 4. Prepares and delivers quality lectures (f2f and/or online) | Writes new lecture materials or refreshes lectures for the online or face to face environment. |  | Assists in the preparation of materials for the lecture. |  |  | Links to lecture notes; lecture recordings; peer/student feedback |
| 5. Undertakes teacher/tutor/unit evaluations (for e.g. eVALUate) | Unit eVALUate or individual teacher eVALUate 80% agreement. |  | Unit eVALUate or individual teacher eVALUate at least 60% agreement. |  |  | eVALUate reports |
| 6.Improves Student Learning outcomes | Designs new activities to develop students’ learning and achievement of learning outcomes based on previous observations or feedback, or with reference to L & T literature. |  | Incorporates revised activities to develop students’ learning and achievement of learning outcomes. |  |  | Lesson plans; Screenshots from MyLO; Student feedback; Review by Unit coordinator or peer |
| 7. Undertakes peer observations of teaching | Engages in peer observation of teaching as an observer and observee; compiles a plan of action or change based on the experience of peer observation. |  | Enters into a reciprocal arrangement (both observation and being observed) and formal feedback given. |  |  | Formal feedback; self-reflection on feedback; Action plan following POT |
| 8. Prepares and/or uses a range of learning technologies and online resources | Produces online resources for students, adds to the online resources and activities available to students or produces open educational resources in discipline area. |  | Uses learning technologies and curates online resources for teaching. Unit is at BLM level 1. |  |  | MyLO screen shots, student feedback, peer review of online environment; |
| 9. Provides timely feedback to students | Provides feedback or feed-forward to students eg.through technology, incorporating multiple perspectives (eg peer and self-review), engaging students with feedback in a timely manner (in order to inform future assessment). |  | Marking and assessment of units occurs in a timely manner according to UTAS procedures including moderation. |  |  | Peer feedback; student feedback, student eVALUate, examples of feedback or processes used. |
| 10. Uses learning and teaching strategies that support student learning | Creates an effective learning environment for students that recognises and extends prior learning and provides scaffolding towards intended learning outcomes; directs students to appropriate support and services. |  | Contributes to an effective learning environment by providing resources and feedback to students that scaffolds learning and directs students to support. |  |  | Student feedback; Peer observation report; Examples of resources given to students; Example lesson plans; Screen shots from MyLO |
| 11. Participates in formal teaching activities | Undertakes formal Professional development such as ELT 501; Quality Matters, or engages in a formal mentoring arrangement. |  | Undertakes professional development in teaching through attending Learning and Teaching Workshops. |  |  | Certificate of attendance; Certificate of completion; Academic transcript;  Letter from mentor |

Domain 2: **Excellence in contemporary curriculum design and engagement** (Level A academics need to report against 2 areas of activity in this Domain)

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| Area of activity | Exceed expectations | | Meet expectations | | Not met | Evidence (Examples only – preferably linked and/or included in ePortfolio) |
| 1.Unit/curriculum design and development (including assessment) | Prepares unit according to requirements with reference to the LTAS@UTAS and good Assessment guide documents |  | Prepares unit materials according to minimum UTAS requirements (Unit outline template) |  |  | Unit outline; Unit overview in MyLO, exemplar assessment tasks and rubrics, peer review of unit outline or of online unit (eg through Quality Matters) |
| 2.Unit and course evaluation and review | Leads unit evaluations and provides report drawing on data |  | Participates in unit evaluations and provides relevant data |  |  | Unit evaluation reports; data sets supplied |
| 3.Management of unit/tutor/major/course | Participates in the management of the unit with teaching team |  | Provides support to unit coordinator including participating in meetings, communication to students, preparation of support material |  |  | Communications to students and/or teaching team; meeting agendas; resources produced |
| 4.Online curriculum management | Participates in professional development of online curriculum design or management (eg QM rubric course) |  | Takes a substantive role in setting up MyLO site and designing unit according to blended Learning Model |  |  | Certificates of completion; reviewed units; students/peer feedback; MyLO screenshots |
| 5.Vocational, clinical pathways and partnerships which address the workforce context | Implement outreach activities which address the workforce context; integrates industry, vocational, clinical experience into teaching |  | Contribute to outreach activities which address the workforce context; integrates industry, vocational, clinical experience into teaching |  |  | Outlines of activities, invitations to events; media articles; teaching resources; letters from industry partners |
| 6. Leadership roles in curriculum design, development, review and partnerships | Designs new unit or actively contributes to design of course-wide curriculum through activities such as mapping, external referencing/comparison with similar offerings, collection of data/feedback from stakeholders |  | Contributes to design of unit |  |  | Unit review documentation, agendas of meetings; data; plans for review |
| 7. Engagement and service on committees; policy development and Communities of Practice (CoP) | Contributes to school meetings and school based committees or school/faculty CoPs through setting some agendas/initiatives service on working groups. |  | Participates in school meetings and school based committees or CoPs |  |  | School meeting/committee/CoP agendas reports, deliverables, letters of acknowledgment, |
| 8. Contributes and/or leads projects/grants to support curriculum development, innovation or partnerships | Contributes to the writing of grants for curriculum development or innovation that are submitted internally or externally. |  | Participates in planning for grants in curriculum development or innovation |  |  | Agendas, Grant proposals, Grant submissions, outcomes of grants, letters/emails from collaborators |
| 9. Undertakes and/or leads quality assurance and evaluation of curricula, frameworks and standards, accreditation | Collects, collates and analyses data for quality improvement, contributes to reviews of standards or for accreditation and/or curriculum or assessment mapping activities |  | Participates in unit evaluation activities and collects and collates data for QA purposes. |  |  | Data; collated data in reports; review documentation; agendas; planning documents; reports, mapping. |

Domain 3: **Excellence in scholarly teaching** (Level A academics need to report against 1 area of activity in this Domain)

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| Area of activity | Exceed expectations | | Meet expectations | | Not met | Evidence (Examples only – preferably linked and/or included in ePortfolio) |
| 1.Formal preparation/induction or professional development in HE teaching | Participates in a formal/certified or accredited course (eg one of ELT 501, 506 or equivalent postgraduate cert units); Teaching Online Essentials or Quality Matters |  | Participates in a formal or extended PL program or course (eg Sessional staff PL day; Faculty L & T day) |  |  | Transcript, certificate of completion; letter of completion; reflection on learning |
| 2. Learning and teaching workshops | Attends more than one learning and teaching workshop that has been identified through a personal needs analysis (eg to support online teaching, or working with international students) |  | Attends at least one learning and teaching workshop or completed an online workshops |  |  | Certificate of completion; letter of completion; reflection on learning; needs analysis for PL |
| 3. Learning and teaching conferences | Contributes to Teaching Matters conference or other learning and teaching conference |  | Attends Teaching Matters or other learning and teaching conference |  |  | Teaching Matters/Conference program; registration information; reflection on learning from conference |
| 4. Learning and teaching grants | Has attended workshops or engaged with PPLP for grants, and been a member of a team who has submitted a successful TDG or submitted an OLT extension or seed grant, or has been involved with a teaching focussed project. |  | Attends workshop sessions on writing teaching development grants or participates in a PLC to develop grant idea |  |  | Letter to indicate involvement; report of PLC; programs or agendas for activities from CoP; PLC; grant applications or Intent to Submit |
| 5. Linkage to relevant industry/profession/Discipline | Engages in activity with, or as a member of**,** professional society, discipline or industry group |  | Member of professional society, discipline or industry group |  |  | Membership letter; evidence of involvement in events; programs for activities; photographs; media articles; web pages |
| 6. Statement/Plan of learning and teaching scholarship direction | Professional learning plan developed, feedback sought, and refinement of plan after feedback. Peer review or mentoring engaged in to develop professional learning plan. |  | Draft professional learning plan that involves development of a clear scholarship plan |  |  | Professional learning plan; feedback on plan; revised plan |
| 7. Engagement with the UK Professional Standards Framework | Submission of Associate Fellowship portfolio |  | Building portfolio for Associate Fellowship |  |  | Portfolio; peer feedback on portfolio; report on portfolio |
| 8. Peer reviewed publications | Abstract or contribution to full paper of SoTL project in L & T at an internal conference. |  | Poster or contribution to presentation of SoTL project in L & T at an internal conference |  |  | Posters; papers; programs; journal references; websites; referees reports; editors’ feedback |
| 9. Peer Learning | Participation in a SoTL focused CoP or Peer Learning Circle |  | Participation in a Peer Learning Circle |  |  | CoP and PLC proposal or report; records of activity; news items; programs for events; presentations; applications for follow up grants |