

**ASSESSMENT CRITERIA FOR PORTFOLIOS AS EVIDENCE OF TEACHING & LEARNING PRACTICE**

***Name of applicant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Reason for portfolio submission:*** *Tenure/ Promotion*(please select one)

***Promotion to:*** *Lecturer/ Senior Lecturer/ Associate Professor/ Professor/Not applicable*(please select on

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| **Level[[1]](#footnote-1)** | **Teaching practice** | **Scholarly engagement**  **with teaching and learning** | **Curriculum practice** | **Leadership** |
| **Outstanding** | * Engages students across a complete range of social, cultural and linguistic backgrounds in ways which inspire and give them confidence to learn. * Guides and supports students in the adoption of a broad range of learning practices appropriate to the discipline. * Draws on a broad and innovative range of teaching strategies (including the use of ICTs) appropriate to the discipline. * Uses outstanding disciplinary knowledge to inform teaching. * Supports and guides students into understanding how knowledge is constructed in the discipline in innovative and thoughtful ways at undergraduate as well as postgraduate levels. * Provides evidence of inquiry based teaching and learning across a range of levels. * The outstanding teaching practice described by these criteria is demonstrated across a broad range of undergraduate and * postgraduate levels of study.   Offers supervision which guides and supports all students regardless of  their social, cultural and linguistic backgrounds to produce rigorous research or sound clinical/professional practice. | * A well-articulated philosophy of teaching and learning which demonstrates understandings of how students learn and the role of teaching in promoting learning and which acknowledge contemporary thinking related to teaching and learning in the discipline. * Demonstrates very high level of coherence between philosophy and practice. * Critical reflection on practice informed by relevant literature and evaluation data from a number of sources. * Evidence of how critical reflection informs enhancement of practice. | * Rigorous and substantial evidence of the use of sound course design principles (drawing on the literature?). * Regular and rigorous review of courses to ensure that courses are relevant to and up-to-date with local, international, global and disciplinary contexts. Review includes in depth- engagement with feedback from students, external examiners and peers and other external stakeholders. * Course design is highly responsive to diverse needs of a diverse student body * High levels of alignment with respect to purpose, outcomes, teaching & learning activities, assessment methods and criteria. * Assessment is used to guide and not only measure student learning. Criteria are clearly communicated to students and rigorous evidence of assessment against these criteria is provided. * Analysis of assessment processes and student assessment results to inform curriculum practice. | * Demonstrated in a formal role in respect of teaching and learning in a department/faculty and/or nationally. * Evidence of effective formal or informal mentorship of less experienced staff. |

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| **Level** | **Teaching practice** | **Scholarly engagement**  **with teaching and learning** | **Curriculum practice** | **Leadership** |
| **Very good** | * Engages students from a broad range of social, cultural and linguistic backgrounds through well designed and paced teaching which promotes understanding. * Guides and supports students as they acquire learning practices appropriate to the discipline. * Uses very good disciplinary knowledge to inform teaching. * Supports and guides students into understanding how knowledge is constructed in the discipline. * Provides evidence of inquiry based teaching and learning. * Very good teaching practice described by these criteria is demonstrated across a range of undergraduate and postgraduate levels of study. * Guides and supports a range of students to produce rigorous research or sound professional/clinical practice. | * A clearly articulated philosophy of teaching and learning which articulates understandings of how students learn and the role of teaching in facilitating learning and which acknowledges contemporary thinking related to teaching and learning in the discipline. * Very good coherence between philosophy and practice. * Critical reflection on practice informed by relevant literature and evaluation data from a number of sources. * Evidence of how critical reflection informs enhancement of practice | * Rich evidence of use of course design principles. * Regular and sound review of courses to ensure that courses are relevant to and up-to-date with local, international, global and disciplinary contexts. Review includes engagement with feedback from students, external examiners and peers. * Course design is responsive to diverse needs of a diverse student body * Very good levels of alignment between purpose, outcomes, teaching and learning activities, assessment methods and criteria. * Substantial evidence of assessment being used to guide, and not only measure, student learning. Criteria are communicated to students and assessment is against these criteria. | * Demonstrated in a formal role in respect of teaching and learning in a department/faculty. * Evidence of effective formal or informal mentorship of less experienced staff. |

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| **Level** | **Teaching practice** | **Scholarly engagement**  **with teaching and learning** | **Curriculum practice** | **Leadership** |
| **Good** | * Engages a range of students through well-paced, clear teaching * Guides students towards the use of a range of learning practices * Strong disciplinary knowledge evident in teaching * Some evidence of attempts to guide students into understanding how knowledge is constructed in the discipline. * Good teaching practice described by these criteria demonstrated across both postgraduate and undergraduate levels. * Some evidence of successful supervision of research projects. | * Sound teaching philosophy with explanations of ways   students learn and show  how teaching facilitates this learning. These explanations need not be linked to ‘formal’ educational theory.   * Coherence between philosophy and practice. * Reflection on practice informed by evaluation data from a number of sources. * Evidence of how reflection informs enhancement of practice. | * Use of sound course design principles. * Courses are reviewed regularly to   ensure that courses are relevant to and  up-to-date with local, international, global and disciplinary contexts. Review includes some engagement with feedback from students, external examiners and peers and other stakeholders.   * Course design is responsive to diverse needs of a diverse student body * Good levels of alignment between of purpose, outcomes, teaching and learning activities, assessment methods and criteria. * Evidence of assessment being used to guide, and not only measure, student learning. Criteria are communicated to students and assessment is against these criteria. | * Demonstrates some leadership (for   example through  course co-ordination or co-ordination of a tutorial programme). |

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| **Level** | **Teaching practice** | **Scholarly engagement**  **with teaching and learning** | **Curriculum practice** | **Leadership** |
| **Satisfactory** | * Clear and accessible teaching * Attempts to introduce students to productive learning practices. * Acknowledges diversity and produces evidence of dealing with it effectively. * Disciplinary knowledge appropriate to the level of qualification and experience achieved * Some awareness of need to guide students into understanding how knowledge is constructed in the discipline. * Satisfactory teaching practice described by these criteria demonstrated across a limited range of undergraduate and postgraduate levels of study. * Limited evidence of successful   supervision of research projects or  Professional/clinical practice. | * Reasonable attempt at explaining how students learn and the role of teaching in this process. This does not need to include reference to ‘formal’ educational theory. * Some coherence between philosophy and practice. | * Some evidence of the use of course design principles. * Regular review of courses to ensure that they are relevant and up to date. Review considers feedback from students, external examiners and peers. * Responsive to diverse needs of a diverse student body. * Some evidence of alignment between purpose, outcomes, teaching and learning activities, assessment methods and criteria. * Some evidence of using assessment to guide and not only measure student learning. Assessment criteria are provided. Evidence of assessment against criteria. | * Evidence of supporting course or tutorial co- ordinators |
| **Level** | **Teaching practice** | **Scholarly engagement with**  **teaching and learning** | **Curriculum practice** | **Leadership** |
| **Un- satisfactory** | * Narrow range of teaching strategies. * Little or no consideration of issues of diversity. * Limited disciplinary knowledge. * Evidence of teaching practice offered over narrow range of levels. * Little or no evidence of supervision of research projects or professional/clinical practice supervision. | * Poor explanation of the way students learn and the role of teaching in this process. * Little coherence between philosophy and practice. | * Little or no evidence of use of course design principles. * Some elements of the curriculum are misaligned. * Assessment is only used to measure and not guide student learning. Criteria are either poorly designed or not available. Assessment against criteria does not take place or no evidence is provided of this. | * No evidence of involvement in course or module co- ordination. |

**NOTES: EXAMPLES OF EVIDENCE IN THE AREA OF TEACHING & LEARNING**

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| **Level** | **Teaching practice** | **Scholarly engagement with teaching & learning** | **Curriculum practice** | **Leadership** |
| **Outstanding** | **Outstanding teaching practice**   * Discussion of a broad range of learning methodologies used. * Formal teaching qualification (e.g. Assessors’ Course or PGDip (HE) with distinction. * Exceptional student and peer feedback on teaching. * Good student results (UG and PG). * Awards for teaching excellence. | **Philosophy of teaching and learning**   * Scholarly papers on aspects of teaching theory and practice. * Participation at educational conferences, workshops etc. * Membership of editorial boards of disciplinary teaching journals. * Reflection and principled responses to student & peer feedback to improve practice. * Invitations to share practice and philosophies at teaching and learning related fora at Rhodes and elsewhere. | **Exceptionally well designed courses**   * Curriculum documentation including assessment plans and tasks. * Exceptional student and peer feedback (including external examiners’ reports). * Evidence of responding to feedback in future curriculum decisions. * Evidence of regular review and re-curriculation | **Outstanding leadership qualities**   * Record of roles occupied (e.g. HoD, acting HoD, course co-ordinator). * Exceptionally positive feedback on leadership roles. * Contributions to institutional and/or national structures related to teaching and learning (e.g. the Teaching & Learning Committee, SGBs, professional bodies). * Requests for external examining. * Mellon/Kresge mentorship. |

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| **Level** | **Teaching practice** | **Scholarship of teaching & learning** | **Curriculum practice** | **Leadership** |
| **Very good** | **Excellent teaching practice**   * Discussion of a range of learning methodologies used. * Formal teaching qualification (e.g. Assessors’ Course or PGDHE). * Excellent student and peer feedback on teaching. * Good student results (UG and PG). | **Philosophy of teaching and learning**   * Scholarly papers on aspects of teaching theory and practice. * Participation at educational conferences, workshops etc. * Membership of editorial boards of disciplinary teaching journals. * Reflection and principled responses to student & peer feedback to improve practice. * Invitations to share practice and philosophies at teaching and learning related fora at Rhodes and elsewhere. | **Well-designed courses**   * Curriculum documentation including assessment plans and tasks. * Good student and peer feedback (including external examiners’ reports). * Evidence of responding to feedback in future curriculum decisions. * Evidence of regular review and re-curriculation | **Good leadership qualities**   * Record of roles occupied (e.g. HoD, acting HoD, course co-ordinator). * Positive feedback on leadership roles. * Contributions to institutional and/or national structures related to teaching and learning (e.g. the Teaching & Learning Committee, SGBs, professional bodies). * Requests for external examining. * Mellon/Kresge mentorship. |
| **Level** | **Teaching practice** | **Scholarship of teaching & learning** | **Curriculum practice** | **Leadership** |
| **Good** | **Good teaching practice**   * Discussion of a range of learning methodologies used. * Assessors’ Course. * Good student and peer feedback on teaching. * Fair student results (UG and PG). | **Philosophy of teaching and learning**   * Participation at educational conferences, workshops etc. * Reflection and responses to student & peer feedback to improve practice. | **Reasonably well designed courses**   * Curriculum documentation including assessment plans and tasks. * Reasonably good student and peer feedback (including external examiners’ reports). * Evidence of responding to feedback in future curriculum decisions. | **Some leadership qualities**   * Explanation of leadership roles (e.g. organising departmental seminars, etc.). * Positive feedback on leadership roles. |

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| **Level** | **Teaching practice** | **Scholarship of teaching & learning** | **Curriculum practice** | **Leadership** |
| **Satisfactory** | **Satisfactory teaching practice**   * Discussion of learning methodologies used. * Assessors’ Course. * Some student and peer feedback on teaching. * Fair student results (UG and PG). | **Philosophy of teaching and learning**   * Reflection and responses to student & peer feedback to improve practice. | **Reasonably well designed courses**   * Curriculum documentation including assessment plans and tasks * Student and peer feedback (including external examiners’ reports). * Evidence of responding to feedback in future curriculum decisions. | **Some leadership qualities**   * Explanation of leadership roles (e.g. organising departmental seminars, etc.). |

1. *Please note:* HR will delete the non-applicable category levels, guided by the applicant’s indications of which level they have argued their teaching is positioned. The assessors will receive the assessment sheet with only the relevant category level appearing, to which they will provide feedback in their report. [↑](#footnote-ref-1)