

It should be noted that the information listed in Table 1 is neither prescriptive nor exhaustive; it offers guidance on the types of evidence that could be used to demonstrate achievement of the criteria, but the evidence selected will depend on each individual case. In addition, the boundaries between levels in Table 1 should not be considered to be fixed, and many evidence sources can be used against a wide range of roles.

	Self-assessment	Professional activities	Indirect measures of student learning	Direct measures of student learning	Peer review and recognition
<b>Effective teacher</b>	Reflects on their educational approach and its development over time, identifying how it supports effective student learning in the context of the cohort, discipline and institution	<ul style="list-style-type: none"> <li>• Details of courses taught (student numbers, nature of teaching, etc)</li> <li>• Student support and guidance activities outside the curriculum</li> <li>• Participation in certification and training in teaching and learning</li> <li>• Samples of course materials</li> </ul>	<ul style="list-style-type: none"> <li>• Student evaluation results and student interview feedback</li> <li>• Informal and unsolicited student feedback</li> <li>• Pass rates, attrition rates and student progression that can be attributed to specific courses</li> </ul>	<ul style="list-style-type: none"> <li>• Examination/assessment results, benchmarked against other cohorts</li> <li>• Evaluation of student products, such as final year projects</li> </ul>	<ul style="list-style-type: none"> <li>• Peer observation of teaching</li> <li>• Peer review of course content, objectives and materials and/or teaching portfolio</li> <li>• Review from teaching mentor</li> <li>• Letters of reference from: students, alumni, director of studies, head of school and course/programme leaders</li> </ul>
<b>Skilled and collegial teacher</b>	Reflects on their personal teaching philosophy and its development over time, as well as the role they play in nurturing an academic environment that advances collective educational excellence	<p><i>Sources listed for Effective teacher, plus:</i></p> <ul style="list-style-type: none"> <li>• Mentoring of teaching staff</li> <li>• Participation in programmes of educational reform or innovation</li> <li>• Institutional committee membership</li> <li>• External examiner/trainer</li> <li>• Membership of teaching and learning organisation</li> </ul>	<p><i>Sources listed for Effective teacher, plus:</i></p> <ul style="list-style-type: none"> <li>• Retrospective assessment by alumni</li> <li>• Assessments made by graduate recruiters and employers with respect to specific courses/experiences</li> <li>• Student prizes/achievements that can be linked to specific course/programme</li> </ul>	<p><i>Sources listed for Effective teacher, plus:</i></p> <ul style="list-style-type: none"> <li>• Student learning journals</li> <li>• Concept tests (course level)</li> </ul>	<p><i>Sources listed for Effective teacher, plus:</i></p> <ul style="list-style-type: none"> <li>• Letters of reference from: staff mentees, external examiners and collaborators</li> <li>• Authorship of widely-used text books</li> <li>• Pedagogical conference presentations</li> <li>• Institutional and national teaching awards/fellowships/prizes</li> </ul>
<b>Scholarly teacher</b>	Reflects on their personal teaching philosophy, describing how evidence-informed approaches are used to contribute to both student learning and pedagogical knowledge	<p><i>Sources listed for Skilled and collegial teacher, plus:</i></p> <ul style="list-style-type: none"> <li>• Invited speaker at key events in teaching and learning</li> <li>• Visiting/honorary position at other institutions</li> <li>• Pedagogical peer reviewer</li> <li>• Active member of teaching and learning research group</li> </ul>	<p><i>Sources listed for Skilled and collegial teacher, plus:</i></p> <ul style="list-style-type: none"> <li>• Students' self-reported learning gains (course level)</li> <li>• Student engagement surveys (course level)</li> </ul>	<p><i>Sources listed for Skilled and collegial teacher</i></p>	<p><i>Sources listed for Skilled and collegial teacher, plus:</i></p> <ul style="list-style-type: none"> <li>• Letters of reference from research collaborators</li> <li>• Refereed conference and journal publications</li> <li>• Research grants and income</li> </ul>
<b>Institutional leader in teaching and learning</b>	Reflects on how their leadership in teaching and learning has helped to create an inclusive, supportive and aspirational learning environment that advances student learning	<p><i>Sources listed for Skilled and collegial teacher, plus:</i></p> <ul style="list-style-type: none"> <li>• Leadership role in strategic institutional curriculum and/or policy development</li> <li>• Design and delivery of high-impact course innovation</li> <li>• Leadership of QA or accreditation processes</li> <li>• External reviewer/trainer/advisor</li> </ul>	<p><i>Sources listed for Skilled and collegial teacher, plus:</i></p> <ul style="list-style-type: none"> <li>• Assessments made by graduate recruiters and employers</li> <li>• Students' self-reported learning gains, student engagement surveys (programme or institutional level)</li> <li>• Programme pass rates/progression rates</li> </ul>	<p><i>Sources listed for Skilled and collegial teacher, plus:</i></p> <ul style="list-style-type: none"> <li>• Concept tests (programme level)</li> <li>• Standardised tests (programme level)</li> </ul>	<p><i>Sources listed for Skilled and collegial teacher, plus:</i></p> <ul style="list-style-type: none"> <li>• Letters of reference from senior university managers, external collaborators and those who have taken inspiration from the candidate's educational approaches</li> <li>• Reports from collaborators, external impact reports/case studies</li> </ul>
<b>National and global leader in teaching and learning</b>	Reflects on their national and global influence in teaching and learning, and their impact on advancing educational knowledge, collaboration and/or excellence	<p><i>Sources listed for Institutional leader in teaching and learning, plus:</i></p> <ul style="list-style-type: none"> <li>• Participation in government consultation committees</li> <li>• Invited speaker at national/global events in teaching and learning</li> <li>• Participation in and leadership of high-impact national and global educational programmes</li> </ul>	<p><i>Sources listed for Institutional leader in teaching and learning, plus:</i></p> <ul style="list-style-type: none"> <li>• Institutional surveys of student perception or experience</li> <li>• Programme/institutional pass rates/progression rates</li> </ul>	<p><i>Sources listed for Institutional leader in teaching and learning, plus:</i></p> <ul style="list-style-type: none"> <li>• Standardised tests (institutional level)</li> </ul>	<p><i>Sources listed for Institutional leader in teaching and learning, plus:</i></p> <ul style="list-style-type: none"> <li>• Publications, citations, research grants and income</li> <li>• National and global press coverage</li> <li>• National/global awards and prizes</li> </ul>

**Table 1.** Examples of evidence that could be included in a promotion case for each level of teaching achievement, structured within five evidence domains