

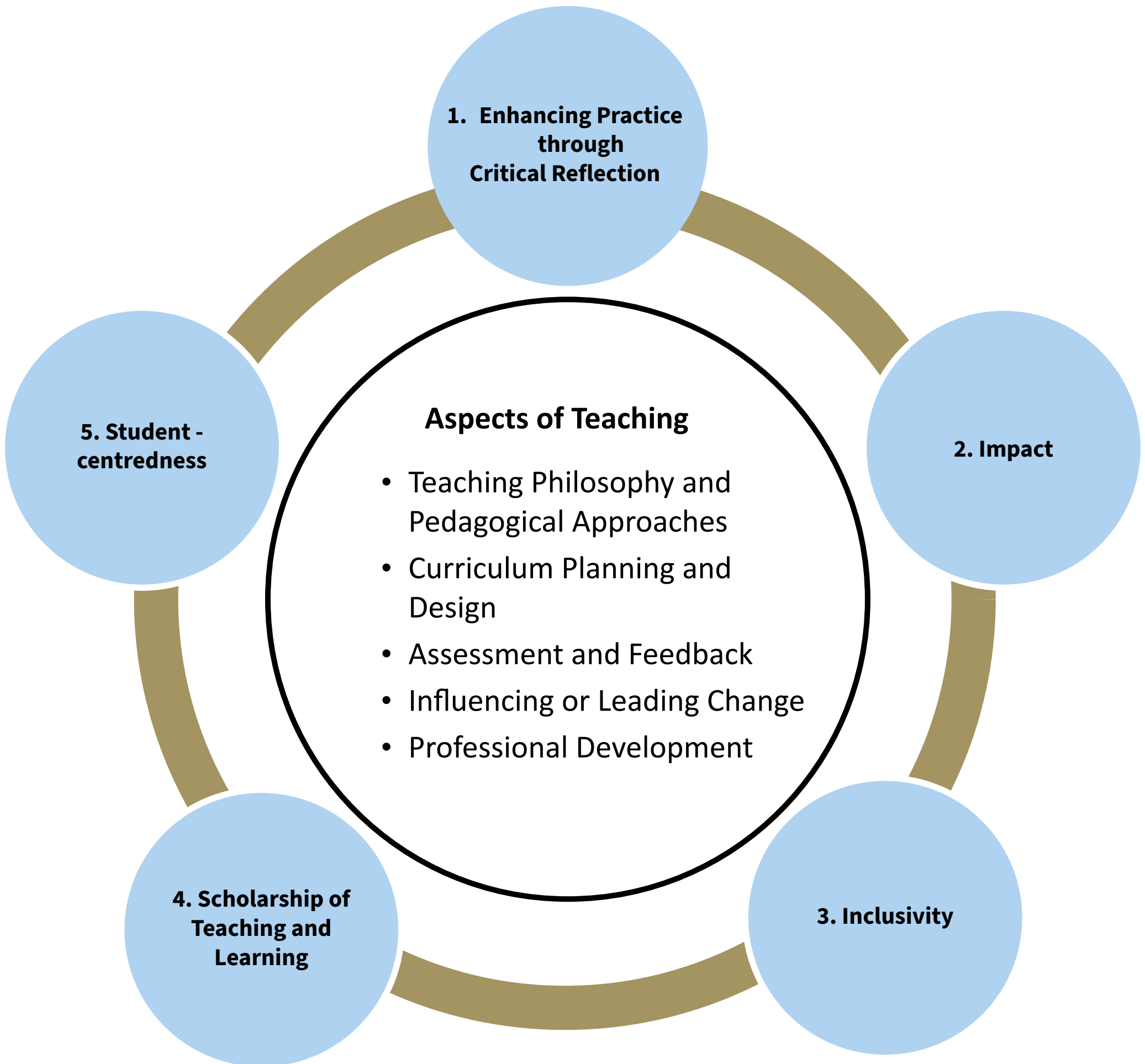


Table: RTEA Indicators of Excellence, adapted from Ka Yuk Chan and Chen (2023)

	1. Enhancing Practice Through Critical Reflection	2.Impact	3.Inclusivity	4.Scholarship of Teaching and Learning	5.Student-centredness
Aspect of Teaching					
Teaching Philosophy and Pedagogical Approaches	Provides a rationale for the selection of pedagogical approaches including digitally enhanced learning as appropriate.	Reflecting on the impact of current working practices and context on self.	Creating an equitable learning environment informed by the principles of inclusive practice.	Applying research- and evidence-based knowledge to enhance learning, teaching and assessment practices.	Commitment to active and applied approaches to learning.
Curriculum Planning and Design	Programme and module design that incorporates latest developments in the discipline and underpinned by critical reflection.	Evidence of well-designed curricula that enable student learning.	Curriculum design is appropriate for a diverse range of learners informed by the principles of inclusive practice.	Using scholarship to inform curriculum review and design.	Supportive of active, student-centred approaches to learning that engage students and build towards students as partners in their learning.
Assessment and Feedback	Adopting assessment and feedback approaches that encourage critical thinking and independent inquiry.	Assessment design to include assessment of, for and as learning.	Designing assessment and feedback approaches taking cognisance of diverse learners.	Using scholarship to inform assessment and feedback design.	Assessment design that encourages the development of transferable and transversal skills.
Influencing or Leading Change	Influencing positive changes to practice which may include a variety of contexts.	Improving the quality of teaching in the academic community through sharing practices and approaches.	Exploration and engagement with diverse groups to enhance teaching practices.	Conducting research and disseminating findings through publications and Workshops.	Influencing or leading change to support active student-centered approaches to learning.
Professional Development	Demonstrating a commitment to continuous professional development informed by current HE priorities.	Evidence of sustained reflective practice for personal and professional development.	Engaging in professional development to support diverse groups of learners.	Engaging in professional development focusing on contemporary approaches to disciplinary/subject knowledge and pedagogies.	Exploration of student-centred approaches and the development of practice.