



# Understanding & Evidencing Teaching Excellence

A strategic overview

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**There is no single, easy metric for ‘teaching excellence’.** It can incorporate a wide range of aspects or definitions, and can be considered at different levels (e.g. individual, module, programme, School, etc). We can evidence teaching excellence through a range of signifiers, including teaching qualifications, peer review, student feedback, student destinations, CPD and professional portfolios.

**High quality programmes and learning experiences are more likely when there is a strong sense of teamwork, identity, pride, belonging, and collegial sharing of responsibility.** This can be challenged by individualistic approaches to promotion and the associated dominance of research performance.

**Our current Academic Strategy has identified a number of opportunities for enhancement that are yet to be fully implemented.** There is ongoing work at a national level to expand opportunities for CPD, qualifications and supports for curricular design and assessment reform.

**We should consider a holistic model of academic work that recognises teaching, support of learning, research, administration responsibilities, leadership, research and scholarship.** There will be variation not just between individual staff but also over different career stages and time periods.

**We should consider what the hallmarks of ‘excellence’ might be for programmes offered by the University.** These should be diverse, but evidenced, and give staff and students a sense of ownership, partnership, and agency.

