## Levels of impact and domains of evidence

**Table 2: Levels of Impact and Domains of Evidence / Sources of Data**

<table>
<thead>
<tr>
<th>Domains of Evidence / Sources of Data</th>
<th>(a) Indirect or direct evidence of student learning</th>
<th>(b) Peer review and recognition</th>
<th>(c) Documentation of professional contribution</th>
<th>(d) Self-assessment</th>
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<td>Levels of impact</td>
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| (1) Impact on students               | • Student evaluation scores and comments / perception surveys  
                                      • Informal interviews  
                                      • Student pass rates  
                                      • Testimonials from alumni  
                                      • Student portfolios and learning journals  
                                      • Student assignments, tests and examinations  
                                      • Student prizes linked to specific course or programme  
                                      • Examiners’ and/or supervision reports  
                                      • Teacher-student partnership  
                                      • Informal or formal feedback from employers  
                                      • Employability surveys  
                                      • Students’ self-reported learning gains  
                                      • Student learning gains as indicated by pre-/post-tests  
                                      • Student learning gains as indicated by longitudinal studies  
                                      • Peer observation of teaching  
                                      • Letters of reference from students, alumni, director of studies, head of school and course/programme leaders  
                                      • Departmental/faculty/university-level teaching awards  
                                      • Details of courses taught: student numbers, type of teaching, etc.  
                                      • Sample course materials: syllabi, slides, worksheets, assignments  
                                      • Examples of feedback provided to students  
                                      • Teaching and student support beyond the classroom  
                                      • Mentorship of students  
                                      • Reflection on sources of evidence from (a), (b), and (c)  
                                      • Reflective teaching philosophy statement  
                                      • Reflective logs/journals  
                                      • Self-lesson observations and evaluations  
                                      • Documentation of ways of improving own teaching  
                                      • Reflection on course learning outcomes  
                                      • Reflection on readings of literature connected to teaching the discipline, and to own and students’ learning |
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<td><strong>(2) Impact on colleagues/department</strong></td>
<td>Shares own practice through departmental seminars</td>
<td>• Mentorship of teaching staff</td>
<td>• Reports on mentors/mentees</td>
<td>• Reflection on mentorship</td>
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<td></td>
<td>Shares own practice through faculty/school seminars</td>
<td>• Reports from mentees/mentors</td>
<td>• Participates in educational reform</td>
<td>• Reflection on personal teaching philosophy and its development over time</td>
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<td>Programme pass rates</td>
<td>• Invited as external examiner / trainer</td>
<td>• Participates in campus teaching and learning events</td>
<td>• Reflection on contribution to the department by supporting colleagues to create and foster a supportive environment to advance student learning and educational excellence</td>
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<td>Standardised tests (programme level)</td>
<td>• Authorship of widely-used study materials and/or textbooks</td>
<td>• Membership of departmental committees</td>
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<td>Student awards in competitions</td>
<td>• Peer-reviewed pedagogical conference presentations</td>
<td>• Membership of teaching and learning organisations in or beyond the discipline</td>
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<td>• Letters from heads of department</td>
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<td><strong>(3) Institutional impact</strong></td>
<td>Shares own practice through faculty/school seminars</td>
<td>• Invitation to lead and/or participate in institution-wide teaching and learning committees</td>
<td>• Invited speaker at campus teaching and learning events / pedagogical conferences</td>
<td>• Reflection on how leadership in teaching and learning at the university has helped to create a learning environment that supports and advances student learning and strategic goals</td>
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<td>Programme pass rates</td>
<td>• External impact reports and/or case studies</td>
<td>• Leadership role in strategic institutional curriculum and/or policy development</td>
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<td>Standardised tests (programme level)</td>
<td>• Letters from university leaders</td>
<td>• Leadership of accreditation processes</td>
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<td>Student awards in competitions</td>
<td>• Letters from external collaborators</td>
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| (4) National/International impact | • Shares own practice nationally and/or internationally  
• Standardised tests (institutional level)  
• Student awards in competitions | • Publications, citations, research grants and income  
• Invitations as keynote speaker at national/international teaching and learning conferences  
• Invitations to lead/participate in international teaching and learning organisations and higher education networks  
• National and global press coverage of work | • Participation in government / ministry committees on teaching and learning  
• Participation on high-impact national/international educational programmes | • Reflection on national/international in teaching and learning  
• Reflection on contribution to advancing educational knowledge and / or excellence |