UAL Teaching Excellence Profile

- uses rigorous student, peer and self-evaluation to enhance their teaching
- employs approaches to teaching that are informed by pedagogic scholarship, professional practice, industry developments and/or disciplinary research
- advances the practice at local and/or disciplinary level by engaging in creative, innovative or transformative educational practice
- engages in their own and others professional development and recognition including teaching qualifications, Higher Education Academy Fellowship and awards

- demonstrates a commitment to initiating, supporting or leading learning communities of students, peers and professional networks
- contributes to the wider community through teaching leadership roles, course validation, peer review or relevant committee service at an institutional, national or international level
- engages in pedagogic evaluation and research through teaching grants, conference/workshop presentation and/or publication
- makes connections and promotes productive knowledge exchange within or between disciplines, professional practice or specialisms

- approachable, engaging and committed to engendering a challenging learning experience
- fosters collaborative and cooperative experience to engage students as peers in learning
- balances teacher input with supporting independent, self-regulated, enquiry-based and student-centred learning
- respects and engages inclusively with issues of equality, diversity and different ways of learning

- passionate and enthusiastic about the subject matter, making or professional practices and how to teach them
- has expertise and currency in their disciplinary, technical and/or professional field
- cultivates curiosity and enables students to have the confidence to challenge received knowledge, practices and orthodox ideas
- reflects critically on expertise and experience in professional practice, industry and research contexts to enhance student learning

- is well-prepared to manage learning tasks and/or co-ordinate teaching teams effectively using studio, lecture, workshop, online, gallery, performance or library spaces to promote learning
- challenges students to take risks and respond to uncertainty, ambiguity and open-ended briefs through enquiry and creative experimentation
- incorporates a range of appropriate teaching and/or assessment methods, including opportunities for the use of new technologies, to support high impact and inclusive learning experiences
- communicates clear assessment criteria and facilitates high quality feedback, including through peer- and self-assessment