



AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING

2020 AAUT
PROGRAM OVERVIEW

Privacy Policy

Universities Australia takes its obligations to protect privacy very seriously. Universities Australia is an 'APP entity' and an 'organisation' within the meaning of the Privacy Act 1988 (Commonwealth). The Privacy Act regulates how organisations collect, use, hold and disclose personal information. Our policy is to comply in all respects with our privacy obligations. Universities Australia is bound by the Act including the Australian Privacy Principles. The Act is available for viewing at <https://www.legislation.gov.au/Details/C2020C00025>.

The purpose of this privacy policy is to tell you about the personal information handling practices of Universities Australia. This privacy policy may be reviewed and updated from time to time. Changes to the privacy policy will be updated on the UA website.

Collection, use and disclosure of personal information

As part of the nomination process Universities Australia collects the personal information identified in the AAUT nomination forms, as well a photo of nominees and their curriculum vitae (if required). Where the nomination is on behalf of another person, the information above is collected about that person.

Personal information is collected to assess eligibility for an award, and to undertake statistical analysis in relation to the AAUT program. Universities Australia may also use this information to:

- Maintain an ongoing relationship with nominees
- Award prizes
- Invite nominees to relevant events
- Review or evaluate the AAUT program

Privacy Consent

By nominating for an award or providing information in support of a nominee's application, the nominee acknowledges and consents to Universities Australia disclosing their personal information to the following parties:

- Awards Team
- Nominee's Institution
- Assessors
- Awards Committee Members

Universities Australia may also publish Award Recipients' information (excluding contact details) in media releases, presentations, conference programs, booklets about the AAUT recipients and on the Universities Australia's website. Universities Australia and the Awards Team will not use or disclose personal information for any other purpose unless permitted by the [Privacy Act 1988](#).

Publicity

The names of the Award Recipients including photographs of recipients will be made public through the media and the Universities Australia's website. Nominees will be advised of the results of their nomination by email. Universities Australia reserve the right to make the first public announcement of successful nominations. Recipients and their institutions are informed once Universities Australia provides approval, but the embargo remains in place until the Universities Australia makes the announcement.

Freedom of Information

The [Freedom of Information Act 1982](#) gives members of the public a right to request access to documents held by the Awards Team. This does not guarantee that the request will be granted and is assessed on a case-by-case basis. See more information on [Freedom of Information Victoria website](#).

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GLOSSARY

AAUT	Australian Awards for University Teaching
Assessor	An individual who assess AAUT nominations
Awards Committee	Made up of senior academic leaders in teaching and learning
Award Recipient	The individual or team receiving the award
Awards Portal	Sparkplus online assessment portal
Awards Team	Project team at Swinburne University of Technology managing the administration on behalf of Universities Australia
DVCA	Deputy Vice-Chancellors Academic
Institutions	Eligible institutions listed in Table A and Table B of the Higher Education Support Act (2003) to nominate for the AAUT
ICO	Institutional Contact Officer
Nominee	The individual or team applying for the award
SPARKPLUS	Online Awards Portal
UA	Universities Australia
UA Board	Made up of eight Australian Vice-Chancellors plus UA Chief Executive

KEY UPDATES FROM 2019

Glossary	New addition
Table of Content	Hyperlinks to the relevant part of the document
1.2.1 Nominee	It is expected that all nominations should substantially reflect their own work
2.1 Citations	Maximum number of awards per institution is changed from four to five Added seven categories as the category selection
2.2 Program Awards	For team nominations only
2. Prize money	TBC for Program and Teaching awards
3. Nominee Feedback	All unsuccessful and successful nominees will receive written feedback
6. Assessment Matrix	Updated content
7. Key elements	Included elements for a successful application
Nomination Form	Available in fillable PDF and Word version
Supporting Materials	URL and links to be included within the 10 pages of supporting materials

CONTACT DETAILS

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[AAUT-UA Website](#)

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[2020 AAUT Awards Portal](#)

Monday to Friday: 11.00am to 5.00pm AEST during Phase 1 and Phase 2 period.

1 INTRODUCTION

The Australian Awards for University Teaching (AAUT) were established in 1997 by the Australian Government to celebrate and reward excellence in university teaching. Since then, with an honour roll that includes many highly respected and celebrated members of the sector, the Australian Awards for University Teaching have become a valued form of recognition for university educators Australia wide.

The Australian Awards for University Teaching recognise the impact that educators have on the learning and teaching experiences and outcomes of university students. They celebrate and reward programs that support students and enhance learning. They promote excellence in learning and teaching in all aspects of higher education. Recipients, with the support of their institutions, contribute to systemic change in learning and teaching through the ongoing sharing and dissemination of knowledge.

This year, there are four Award types promoting and recognising excellence in learning and teaching.

For more information, refer to section 2 [Award Types](#).



1.1 NOMINATION KEY DATES

See the diagram below for this year key dates. Refer to section 3 [Nomination Process](#) for details.



Note: Awards Portal Technical Support is available from Monday to Friday: 11.00am to 5.00pm AEST during Phase 1 and Phase 2 period.

1.2 KEY ROLES

This section outlines key roles and responsibilities.

1.2.1 NOMINEE

Nominees are to complete a nomination in line with the requirements in these instructions, including provision of evidence demonstrating claims against the assessment criteria. It is expected that all nominations should substantially reflect their own work. Nominees should seek the advice of their institution throughout this process.

1.2.2 NOMINATING/ELIGIBLE INSTITUTIONS

Only those eligible institutions listed in [Table A](#) and [Table B](#) of the Higher Education Support Act (2003) are eligible to nominate for the AAUT. Refer to [Appendix A](#) for the list of eligible institutions.

It is the role of the nominating institution to organise and support submissions of Citations, Program Awards and Teaching Awards. In addition, the institution is responsible for:

- *Identifying candidates and supporting the development of their nomination.*
- *Providing guidance to nominees around the quality and strength of nominations.*
- *Assisting the nominee to:*
 - present evidence of teaching quality
 - present evidence of sustained contribution
 - gather data to strengthen claims
 - outline their vision and clear narrative within the nomination.
- *Coordinating the nomination process, including submission of award nominations.*
- *Distribution of assessor feedback to individual nominees and dissemination of Assessment Reports outlining areas for improvement from previous nominations.*
- *Working with and supporting recipients to further their contribution to learning and teaching following the granting of an award.*

1.2.3 INSTITUTIONAL CONTACT OFFICER (ICO)

Each institution is required to nominate an ICO as the central point of contact for the AAUT Awards Team. All communication with nominees will primarily be through their ICO, such as AAUT newsletters, notification of outcomes etc. The ICO is required to upload all of their institution's nominations via the AAUT Awards Portal. Please note that ICOs cannot form part of any nomination as this may be seen as a conflict of interest.

1.2.4 AWARD RECIPIENTS

Recipients (or their nominated delegates) are invited to attend the relevant award ceremony to accept their award. Award recipients, with the support of their institutions, are expected to engage in ongoing sharing of best practice and innovation in learning and teaching.

1.2.5 ASSESSORS

Assessors selected by Universities Australia (UA) and the Awards Team will assess all nominations against the assessment criteria and make recommendations.

1.2.6 AWARD COMMITTEE

There three Award Committees: Citations, Program Awards and Teaching Awards, are made up of senior academic leaders in teaching and learning with a track record of leadership and extensive experience in the field across the Australian higher education sector. The Awards Committees are responsible for confirming and recommending the ratings before sign-off by UA.

1.2.7 AWARDS TEAM

The Awards Team is responsible for:

- Managing the administration of the AAUT, including responding to queries
- Preparing all supporting information and nomination instructions, the receipt and collation of all awards nominations
- Selecting and providing administrative support to the assessors
- Managing the online submission
- Communicating with eligible institutions through their ICO.

1.2.8 UNIVERSITIES AUSTRALIA (UA) BOARD

Universities Australia (UA) Board of Directors, which consists of eight Australian Vice-Chancellors plus the UA Chief Executive Officer, will sign-off on the final AAUT Award recipients list.

2 AWARD TYPES

There are four Award types promoting and recognising excellence in teaching and learning.

2.1 CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING (CITATIONS)

Citations recognise and reward the diversity of contributions made by individuals and teams to the quality of student learning. They are awarded to individuals or teams who have contributed to the quality of student learning in a specific area of responsibility over a sustained period, whether they are academic staff, general staff, sessional staff or institutional associates. The maximum number of citations awarded is five per institution.

2.2 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING (PROGRAM AWARDS)

Awards for Programs that Enhance Learning recognise learning and teaching programs or services that make innovative and outstanding contributions to student learning and/or the quality of the student experience. They are awarded to programs and services that have set high standards for education support in Australian universities.

This year, the Program Awards are open for team nominations only.

2.3 AWARDS FOR TEACHING EXCELLENCE (TEACHING AWARDS)

Awards for Teaching Excellence recognise Australia's most outstanding university teachers or teaching teams who have demonstrated excellence, leadership and sustained commitment to teaching and learning in higher education. Teaching Awards reward the enrichment of student experiences and the improvement of learning outcomes through innovation and the delivery of quality teaching over a sustained period.

2.4 AWARD FOR AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

The Award for Australian University Teacher of the Year is the premier university teaching award. Among the Teaching Award recipients, one individual with an exceptional record of advancing student learning, educational leadership and scholarly contribution to learning and teaching will be awarded the Award for Australian University Teacher of the Year.

In selecting the recipient of the Award for Australian University Teacher of the Year, particular attention is given to the evidence demonstrating advanced skills in evaluation and reflective practice; participation in and contribution to professional activities related to learning and teaching; coordination, management and the leadership of courses and student learning; publication of research related to teaching; and demonstration of leadership through activities that have broad influence on the profession.

Refer to 2020 Award Information Summary (page 5) for details on categories, assessment criteria and forms of evidence.

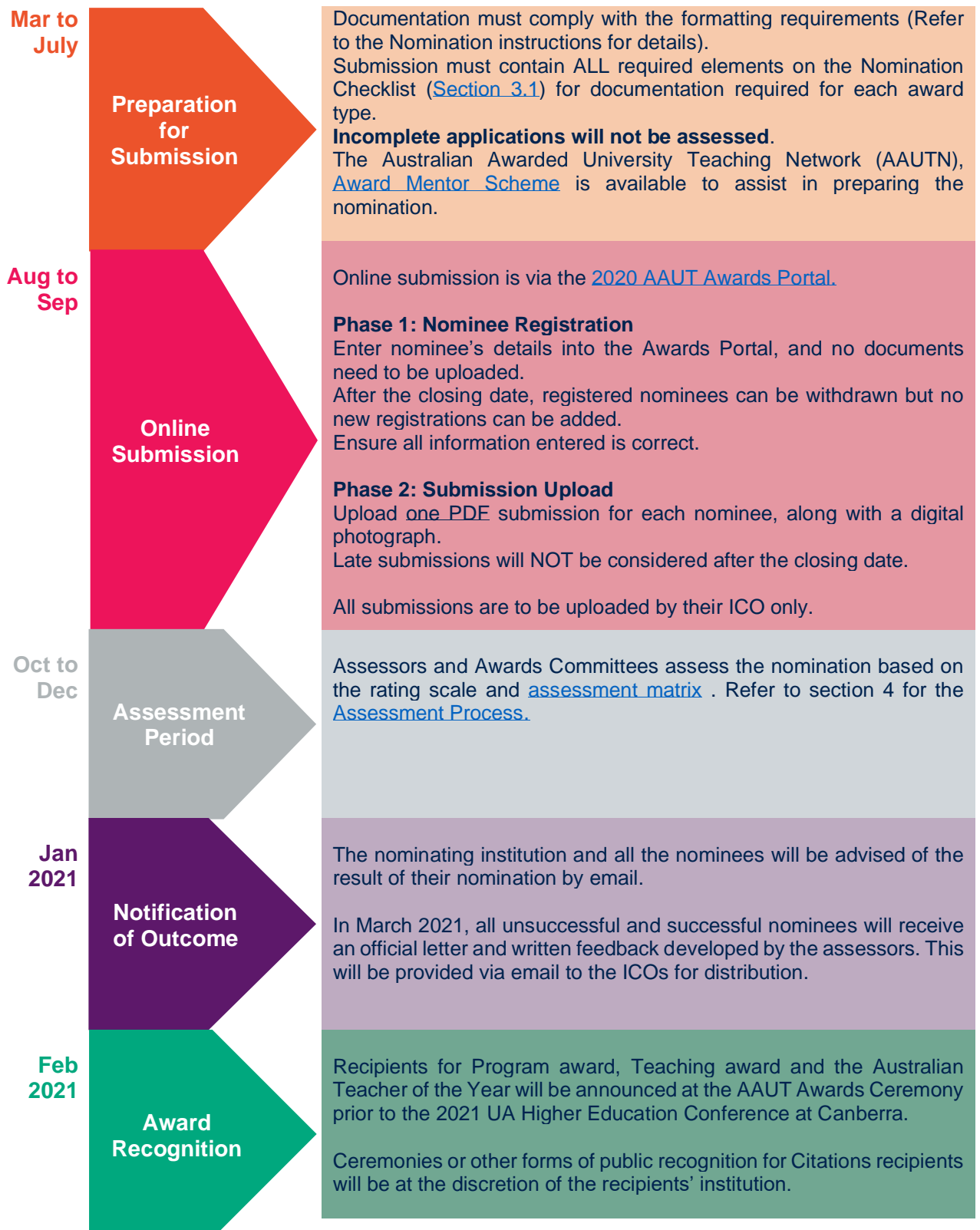
2020 Award Information Summary

Award Types	CITATION	TEACHING AWARD	PROGRAM AWARD
No. of Awards	Up to 100	Up to 7	Up to 6
Max submission per institution	6	3	2
Prizemoney	NIL	TBC	TBC
Categories	Seven categories, choose ONE <ul style="list-style-type: none"> Biological Sciences, Health and Related Studies <i>(Including Agriculture, Animal Husbandry, Medical Sciences and Nursing)</i> Early Career <i>(For teachers with less than five years cumulative experience teaching in higher education institutions)</i> Humanities and the Arts Law, Economics, Business and Related Studies Neville Bonner Award for Indigenous Education <i>(Individuals must demonstrate their contribution to Indigenous education. Indigenous and non-Indigenous teachers may nominate)</i> Physical Sciences and Related Studies <i>(Including Architecture, Building and Planning, Engineering, Computing and Information Science)</i> Social and Behavioural Sciences <i>(Including Psychology and Education)</i> 		Six categories, choose ONE <ul style="list-style-type: none"> Widening participation Educational partnerships and collaborations with other organisations Innovation in curriculum design and pedagogy practice Postgraduate education Student experiences and learning support services Global citizenship and internationalisation
Criteria	Address one criterion <ol style="list-style-type: none"> Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn. Development of curricula, resources or services that reflect a command of the field. Evaluation practices that bring about improvements in teaching and learning. Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience. 	Address all four criteria <ol style="list-style-type: none"> Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn. Development of curricula, resources or services that reflect a command of the field. Evaluation practices that bring about improvements in teaching and learning. Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience. 	Address all four criteria <ol style="list-style-type: none"> Distinctiveness, coherence and clarity of purpose Influence on student learning and the student experience Breath of impact Addressing equity and diversity
Evidence	<p>Applicants are required to make a case that they have:</p> <ol style="list-style-type: none"> Impacted on student learning, student engagement or the overall student experience for a period of no less than three years (two years for early career), not including time taken for development or trial of any activity. Gained recognition from colleagues, the institution, and/or the broader community. Shown creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice. 		

3 NOMINATION PROCESS

The diagram below summarises the nomination process.

2020 AAUT NOMINATION PROCESS



3.1 NOMINATION CHECKLIST

The AAUT Nomination Checklist outlines the documentation requirement for each Award submission.

There are two files for submission:

- Consolidated all required documents as listed in the order below in a single PDF file
- A digital photograph should be uploaded as a separate file.

Documentation Requirements	Citation	Program Award	Teaching Award
1. Nomination Form	✓	✓	✓
2. Claims against Assessment Criteria	✓	✓	✓
3. Team Statement of Contribution (For team nomination ONLY)	✓	✓	✓
4. Two Letters of Reference (One A4 page for each reference)	✓	✓	✓
5. Digital photograph (.jpg format)	✓	✓	✓
6. Supporting Materials (inclusive of URL and links)	X	✓	✓
7. Curriculum Vitae	X	X	✓

It is strongly recommended that nominations are proofread prior to submission.

Note: Submissions that do not meet the requirements outlined in these instructions, and with any missing documents, un-ticked boxes and/or missing signatures, will not be accepted. Pages in excess of page limits outlined will not be provided to the assessors.

3.2 ONLINE SUBMISSION REQUIREMENT

Online submission of nominations is via the [2020 AAUT Awards Portal](https://aaut.sparkplus.com.au) (https://aaut.sparkplus.com.au) by the ICO.

- Each institution will receive a single login, allocated to the ICO
- Each institution will be given an account ID and is then required to create their own password
- System requirements: Internet Explorer 10 or above
- Refer to 2020 AAUT Awards Portal Nomination Submission Instructions for more information
- The data entered on the 2020 AAUT Awards Portal should match the information on the Nomination Form.

4 ASSESSMENT PROCESS

There are four levels of review during the assessment of nominations.



4.1 AWARDS TEAM

The Awards Team is responsible for the administrative processes involved in submission and assessment of nominations. This includes:

- Determining whether a nomination complies with the requirements set out in the instructions
- Grouping the nomination according to its category for each awards type
- Assigning the nomination to an assessor for review.

4.2 ASSESSORS

Assessment of nominations is carried out by selected groups of assessors against the relevant assessment criteria. Assessors will be allocated to a team of three to assess the assigned applications. They will individually assess the applications, then meet online to discuss their evaluations and make joint recommendations. Assessments are subject to a moderation process.

In selecting assessors, UA and the Awards Team will consider the following:

- Discipline expertise
- Learning and teaching expertise
- Experience assessing applications or nominations
- Years of leadership education experience
- Potential professional development for the individuals
- Benefit to their institutions provided by their participation in the assessment exercise.

Assessors are required to sign a conflict of interest declaration and a confidentiality agreement form. No assessor may review a nomination if they took part in its preparation and assessors do not assess nominations involving their own institution. All members of nominating teams are ineligible to participate in that round's assessments.

4.3 AWARDS COMMITTEE

The Citations, Program Awards and Teaching Awards Award Committees will be responsible for confirming and recommending the ratings before sign-off by Universities Australia (UA).

4.4 UA BOARD

The UA Board of Directors will sign-off on the final AAUT Award recipients list.

5 APPENDIX A – ELIGIBLE INSTITUTIONS

TABLE A PROVIDERS

 AUSTRALIAN CATHOLIC UNIVERSITY			
			
			
			
			
			
			
			
			
			

TABLE B PROVIDERS

			
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6 APPENDIX B – AAUT ASSESSMENT MATRIX

CRITERIA/ EVIDENCE	5 Highly Recommended	4 Recommended	3 Commended	2 Not Recommended	1 Unsatisfactory
A. Impact on student learning, student engagement or the overall student experience for a period of no less than three years	Connections between the initiative, program or practice and its substantial influence on students are made explicit. Claims are supported by substantial evidence from an extensive range of sources and illustrate significant levels of impact on student experiences, learning and graduate outcomes, sustained over time. A substantial feature of the nomination is systematic evaluation as an integral part of the nominee's teaching practice. Evaluation outcomes are reflected on and changes implemented, which have also been evaluated for impact on student learning, engagement or experience.	Connections between the initiative, program or practice and its influence on students are highlighted. Claims are supported by multiple forms of evidence from a range of sources and demonstrate sustained impact on students. Evaluation has been done systematically. Evaluation outcomes have been reflected on and some changes have been implemented to improve student learning	Some connections between the initiative, program or practice and its influence on students are made. Claims are supported by different forms of evidence from more than one source to demonstrate impact and sustainability. Evaluation has been conducted regularly and some changes have been implemented.	Unreliable, weak or limited evidence is provided of the influence on students of the initiative, program or practice. A range of activities may be described but the impact on students is not clear. The nomination focuses on career longevity rather than sustainability of impact. Evaluation appears to have been ad-hoc and only limited changes have been implemented.	Nomination does not demonstrate impact, or impact has not been sustained for three years or more.
B. Recognition gained from colleagues, the institution, and/or the broader community.	Substantial evidence from an extensive range of stakeholders' support claims of widespread recognition throughout the institution and the community across the state or nationally. The initiative, program or practice has been adopted nationally or internationally.	Multiple forms of evidence from a range of sources support claims of widespread recognition throughout the institution and the local community. The initiative, program or practice has been adopted across the institution or discipline.	Some evidence from selected sources support claims of recognition from peers. The initiative, program or practice has been adopted by others within nominee's school or department.	Unreliable, weak or limited evidence provided to support claims that the nominee has gained recognition. Recognition does not include adoption.	No evidence is provided that the nominee has gained recognition.
C. Shown creativity, imagination or innovation.	Substantial evidence is provided with a compelling explanation of how the initiative, program or practice is novel (e.g. the result of trialling and implementing novel ideas; combining existing approaches in novel ways or to a novel context). An extensive range of evidence is provided to demonstrate the novel implementation is appropriate for the context and illustrate significant influence and impact on student learning, engagement or overall experience.	Multiple forms of evidence are provided with a succinct explanation of how the initiative, program or practice is novel (e.g. the result of trialling and implementing novel ideas; combining existing approaches in novel ways or to a novel context). Several evidences are provided to show the novel implementation is appropriate for the context and illustrate positive influence and impact on student learning, engagement	Some evidence from selected sources support an explanation of how the initiative, program or practice is novel (e.g. trial and implement a new idea, combine existing approaches in different ways or to a new context). The novel implementation is generally appropriate for the context, with some influence and impact on student learning, engagement or overall experience.	Unreliable, weak or limited evidence to support an explanation of how the initiative, program or practice is novel. Context is not explicitly considered. Influence and impact on student learning, engagement or overall experience is not articulated.	No evidence is provided that the nominee is doing anything different to others in their field.
D. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.	Nomination demonstrates a deep understanding and application of relevant scholarly literature of teaching and learning. Connections between their teaching philosophy and scholarly practice are clearly articulated. Substantial evidence provided of leadership in scholarly practices and of significant contributions to the scholarship of teaching and learning.	Nomination demonstrates understanding and appropriate application of scholarly literature of teaching and learning. Connections between their teaching philosophy and scholarly practice are articulated. Multiple forms of evidence provided of engagement in scholarly practices and contributions to the scholarship of teaching and learning.	Nomination refers to a range of scholarly literature of teaching and learning that informs their practice. Their teaching philosophy practice is articulated. Some evidence is provided of engagement in scholarly practices.	Nomination refers to limited scholarly literature in relation to their teaching practice and describes their teaching philosophy.	Nomination does not refer to scholarly literature of teaching and learning.

7 APPENDIX C – KEY ELEMENTS FOR A SUCCESSFUL APPLICATION

Element	Description
Period of contribution	
Duration	Contribution evidenced for at least three years (two for Early Career)
Sustained	Demonstrates critical reflection and ethos of continuous improvement and development throughout duration of contribution
Contribution: influence on student learning, student engagement or the overall student experience	
Impact	Convincingly demonstrates authentic and consequential relationships between the activities described and improvement of outcomes for students. Impact extends to peers within and outside the institution.
Award type	Nature of activity and outcomes for students align with the relevant category of the award type. For <i>Teaching Awards</i> , activities must include excellent leadership.
Context/significance	Context clearly defined to identify factors relevant to development of the contribution, and to demonstrate its outstanding merit, quality and impact.
Innovation	Contribution is a creative, imaginative or innovative approach that uniquely suits the context.
Philosophy of teaching or practice	Philosophy an articulate statement of theoretical and pedagogical reflection that indicates a critically reflective approach to practice.
Scholarship	Literature referenced clearly demonstrates the significance and implications of the contribution within its context, and convincingly explains and supports the underlying philosophy and activities. Author's own scholarship likely included.
Evidence	
Relevance	Evidence comprehensively substantiates the sustained nature and merit of the contribution. Evidence (including that provided in appendices) is powerfully integrated with specific claims.
Diversity of sources	Qualitative and quantitative evidence from an extensive range of formal and informal sources, including nominee's self-reflection, student learning, student experience, and evidence of institutional, peer and stakeholder interactions.
Credibility and Recognition	Evidence consistently triangulated across several sources. Impact and innovation of contribution recognised by individuals and associations. Quotations of recognition from individuals with highly relevant experience and status, from within Australia and ideally internationally.
Narrative	
Critical reflection	Narrative clearly and consistently demonstrates a critically reflective approach to practice.
Cohesion	Narrative weaves philosophy, evidence, examples of impact on students, and any supplemental materials into an elegant, coherent and focused submission. For teams, narrative elegantly expresses individual roles and synergies of the team.
Examples	Examples are discerningly selected to clearly illustrate the teacher and student behaviours that constitute the contribution and to compellingly support claims of substantial student outcomes.
Author's voice	Author's voice distinctive, confident and authentic throughout, conveying self-awareness and personal investment in the unique approach to the contribution. For teams, author's voice elegantly and coherently represents the team and/or individual members.
Student voice	Student voices, through examples and quotations, convey a cogent account of their experiences.
Structure	Division into the required sections is appropriate and produces a clear and compelling narrative. Conclusion elegantly draws elements of narrative together to provide a cohesive and powerful ending.

Element	Description
Reference letters	
Content	References demonstrate familiarity with the contribution and context, providing glowing endorsement of the claims and additional evidence relating to context, merit and impact on students.
Second referee	Second referee powerfully qualified to comment on broader impact of the contribution based on relevant professional or personal expertise and standing. Provides glowing endorsement on the merit of the contribution from an independent perspective outside of the university.

**The table above is drawn from Southern Cross University Teaching Awards Rubric.*

Scholarship	
Scholarship Practice	<p>Demonstrates engagement and/or leadership in the scholarship of teaching.</p> <p>Various aspects of scholarship are relevant to higher education, but at its core are:</p> <ul style="list-style-type: none"> • making a contribution to the advancement of knowledge or professional practice in a field • transmission of these advances through effective, contemporary approaches to teaching and learning, and research training if applicable. <p>In an environment of scholarly activity, evidence of a range of outputs constituting different forms of scholarship, for example:</p> <ul style="list-style-type: none"> • scholarly publication/communication such as literature reviews and conference presentations • scholarly reviews of the current state of knowledge or teaching in a field that contribute to course development • original research in a discipline or on teaching and learning practices • leadership of advanced professional development activities (through, for example, presentations on the current state of knowledge, practice, or teaching and learning in a field, contributions to professional journals) • contributions to professional bodies or communities of practice in advancing knowledge and practice (such as development of new standards, knowledge resources or codes of practice) • involvement in relevant activities of scholarly academic societies, editorial roles or peer review (i.e. those concerned with advances in practice or knowledge) • undertaking higher level qualifications that lead to scholarly outputs, in particular high degrees by research • individual or collaborative activities, e.g. 'journal clubs', to remain abreast of developments in a field, combined with reflective practice, and/or • undertaking advanced specialised practice or scholarly secondments. <p>A successful culture of scholarship that is an integral part of, and supports, its teaching and learning activities, would be able to demonstrate that its staff are overall:</p> <ul style="list-style-type: none"> • actively involved in the development of the latest ideas, debates and issues relating to the subject being taught and using this knowledge to shape teaching practice • informed by current ideas for teaching the subject/discipline, such as improved pedagogies, learning processes, curricula, academic policies and learning materials • engaged in evaluating and reflecting on teaching practice and student learning to challenge assumptions and consider alternative and/or different perspectives on teaching practices • engaged in communication, discussion or debate with other scholars in relevant fields of study • stimulating students and fostering their learning in a variety of ways, to engage with current ideas in the discipline area, and • exploring, testing, practising and communicating understanding of what practices are most effective in the context of the discipline (pedagogical content knowledge). <p><i>* The information in this section are taken from the TEQSA Guidance Note: Scholarship https://www.teqsa.gov.au/latest-news/publications/guidance-note-scholarship</i></p>