2024 UNSTOPPABLE

Teaching & Learning Awards

Info Pack

Impactful Nominations Made Easy

This pack serves as your go-to resource for shaping standout nominations that effectively highlights the impact and excellence in teaching and learning. Inside, you will find:

➢ **Overview of the awards program**: Discover the different award categories and the criteria each nomination will be judged upon.

➢ **Nomination process essentials**: Get information including eligibility, requirements, and timeline.

➢ **Crafting a compelling nomination**: Learn how to effectively showcase the nominee's achievements and highlight their impact on student learning.

➢ **Frequently Asked Questions**: Get answers to any lingering questions you may have about the nomination process.

Award Categories and Pipeline

Informed by valuable feedback, 2024 Unstoppable T&L awards feature seven categories. These categories not only match up with areas of excellence but also connect seamlessly with the Teaching Innovation Unit's awards and grants, setting up an awesome pathway for teaching excellence. Being nominated isn't just about the recognition here; it opens doors to valuable experiences and support, giving colleagues a chance to shine on a national stage, like the Australian Awards for University Teaching (AAUT) and other national/international teaching awards:

04 NATIONAL & INTERANTIONAL T&L AWARDS
There are external award schemes which recognise achievement in teaching and learning, including Australian Awards for University Teaching (AAUT) organised by Universities Australia, Australian Financial Review (AFR) Higher Education Awards, QS Reimagine Education Award, etc. Prospective UniSA applicants are encouraged to initially secure a competitive TIU T&L Award before proceeding to these external awards.

03 TIU TEACHING & LEARNING AWARDS & GRANTS
Prestigious university awards and grants include: UniSA Awards for University Teaching (UAUT) and UniSA Unstoppable Teaching & Learning Grants, recognising the best practices in teaching and providing a clear path to enable staff to attain national / international recognition in teaching and learning, such as AAUT winners and nominees of Unstoppable T&L Awards may consider to apply.

02 UNSTOPPABLE TEACHING & LEARNING AWARDS
University-wide awards honours the outstanding teaching & learning achievers identified by AUs, UO and CUs.

01 LOCAL TEACHING & LEARNING AWARDS
Existing award schemes from the Academic Units (AUs) UniSA Online (UO) and Central Units (CUs).

Seven award categories of 2024 Unstoppable T&L stream are as follows:

02 UNSTOPPABLE TEACHING & LEARNING AWARDS

Open to academic staff only; accept individual nominations only:

1) Early-career Teaching Award

2) Mid-career Teaching Award

3) Senior-career Teaching Award

Open to academic & professional staff; welcome individual & team nominations:

4) Teaching Support Award

5) Enhanced Learning Award

6) Innovation Award

7) Partnership Award

When developing award nominations, kindly note that each category features specific assessment criteria for applicants to address. However, we also appreciate demonstrated excellence across a range of University's areas of focus, showcasing the nominee's level of commitment, creativity, and measurable influence in student experience and/or outcomes. While by no means an exhaustive listing, such areas of focus include:

Aboriginal Knowledges – development of culturally competent pedagogy and teaching materials, this could include fostering curiosity, integrating practice-based learning about Aboriginal cultures, or other initiatives that spreads awareness of Aboriginal perspectives across the curriculum, etc.

Authentic Assessment – effective assessment strategies that improve student learning may focus on academic integrity, digital solutions, using diverse methods adapted to different contexts and learners' needs and styles; contributions may include demonstrating advanced assessment skills, disseminating and embedding good practices identified through assessment, evaluating assessment quality, and providing expertise to enhance program assessment.

Work Integrated Learning – demonstrates excellence in seamlessly integrating theory into real-world work and professional applications through innovative teaching methods, impactful student development, strong industry partnerships, effective assessment strategies that facilitate reflection and inclusivity, and a commitment to continuous improvement of work integrated learning programs.

Curriculum Design and Delivery – developing and adopting innovative and well-structured curricula that cater to diverse needs, utilising engaging pedagogies and integrating technology effectively to create impactful learning experiences.

Eligibility

Welcome Champions and Rising Talents from Local Area – you can nominate rockstars from AUs, UO, and CUs, who have been recognised by their units' local award schemes this year or last year. If local awards aren't available this year, don't worry! Executive teams of AUs, UO and CUs can nominate anyone they believe would be a great candidate for the chosen award category.

Who Can Shine? – every AU, CU, and UO gets to nominate one amazing person for each award category. Exceptional candidates can be nominated across multiple categories. Nominees can hold teaching-intensive, balanced, research-intensive, or professional staff positions. What's important is that they embody the award criteria and showcase UniSA's enterprising and people-focused spirit through our core staff attributes.

Let's Keep Excellence Building – to ensure that we continually recognise fresh faces and new ideas, individuals who have received any of the following awards or grants withing the past three years (2021, 2022, 2023), or who are nominated for these awards or grants this year, will not be eligible for the 2024 Unstoppable Teaching & Learning Awards:

- AAUT awards
- UniSA Awards for University Teaching (UAUT)
- UniSA Unstoppable Teaching & Learning Grants
  - Early Career Academic Innovation Grants and Teaching
  - Learning Development Grants

However, we welcome these outstanding colleagues to submit new projects/initiatives not already recognised by UAUT and UniSA/TIU.

Second Chances – If you applied for the 2023 Unstoppable Teaching & Learning Awards but didn't quite make the cut, don't give up! We'd love to see you take another shot in 2024. If you're planning to nominate the same amazing initiatives, projects, or services as before, here's a tip: make sure to showcase even more impressive evidence that really nails the specific assessment criteria for the award category you're going for. Show us why your nomination deserves to be unstoppable!

Nomination Development

New Easy Online Forms – AUs, CUs, and UO to fill out the online forms and detailing how your nominees are ticking all those criteria boxes and truly deserve that category crown.

Teamwork Makes the Dream Work – while nominee contributions are welcomed, let's amp it up by bringing in some insights from Executive Deans, Deans of Programs, or Unit Directors. Their broader perspective adds weight to the nominations. And don't forget - only they can provide that final endorsement nudge!
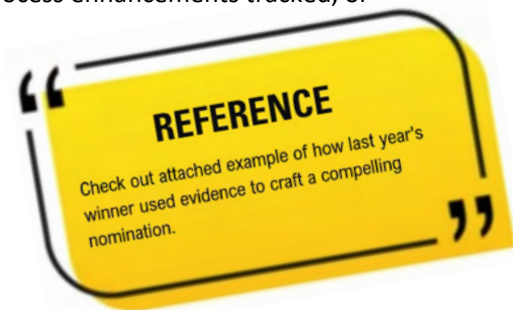
Tips for Crafting Stellar Nominations

Check our roadmaps – use _Enterprise25_ and the _Academic Enterprise Plan_ to align nominations with our university's goals, like providing innovative educational experiences and fostering an inclusive learning environment.

Bring Excellence to Light – showcase achievements through impact data and information by including concrete qualitative and/or quantitative examples that speak to the award category's specific assessment criteria.

Robust evidence that illuminates teaching practices and their influence is instrumental in enhancing the reviewer's understanding of how well the nomination aligns with the criteria. Examples may involve but are not limited to: brief reflective statements from stakeholders, relevant SPRT feedback, student/peer evaluation data, details on sustaining innovations over time, metrics on new courses/programs enacted, accessibility improvements measured, process enhancements tracked, or leadership impacts captured.

REFERENCE

Check out attached example of how last year's winner used evidence to craft a compelling nomination.

Dive into TIU Nomination Tips – as mentioned before, Unstoppable Teaching & Learning awards can be the launchpad to even bigger recognition, like the TIU's UniSA Awards for University Teaching (UAUT). To assist in conveying excellence, we encourage you to explore the TIU awards website sections suggested below:

Serve as reference for Unstoppable Award Categories 1-3:

- UniSA Citations for Outstanding Contributions to Student Learning
- UniSA Awards for Teaching Excellence

Serve as reference for Unstoppable Award Category 5:

- UniSA Awards for Programs that Enhance Learning

These sections showcase examples of recognised outstanding teaching and learning contributions. By reviewing these examples, you can gain valuable insights into:

- Types of initiatives and projects that have been recognised
- Effective ways to articulate the impact of your work
- The level of detail and evidence required for a strong nomination

Maximising Your Scoring Potential – explore the detailed criteria and marking ratios for each Unstoppable award. This insider knowledge allows you to strategically emphasize the most impactful aspects of your nomination.

1. Unstoppable Early-career Teaching Award

Recognising an exemplary educator (with no more than 5 years of experience teaching in a higher education setting) for significant and sustained contributions in advancing teaching and learning at UniSA.

The nominations must address <u>all</u> of the following criteria:

a) *Excellence in Teaching (40%)*
Nominees should make a measurable contribution to improved teaching and learning outcomes by using effective teaching strategies, tools and technologies to provide a supportive and engaging learning experience.

b) *Positive and Sustained Impact on Student Learning (30%)*
Nominees should have a developing track record of inspiring, motivating, engaging and supporting students in achieving their academic goals, improving student learning outcomes and academic achievement.

c) *Commitment to Enhancing Profession (20%)*
Nominees should demonstrate a commitment to improving their field of teaching through mentoring and leadership. They should also show a high potential for continued excellence in teaching and a commitment to relevant and ongoing professional development.

d) *Dedication to the Core Attributes of UniSA Staff (10%)*

2. Unstoppable Mid-career Teaching Award

Recognising an exemplary educator (with 5-10 years of experience teaching in a higher education setting) for significant and sustained contributions in advancing teaching and learning, who promotes advocacy for the academic profession, motivates and inspires peers at UniSA.

The nominations must address <u>all</u> of the following criteria:

a) *Excellence in Teaching and Pedagogical Leadership (40%)*
Nominees should demonstrate significant teaching and learning outcomes by transforming / enriching curriculum as well as using effective teaching strategies, tools and technologies to provide a supportive and engaging learning experience.

b) *Positive and Sustained Impact on Student Learning (30%)*
Nominees should have a proven track record of inspiring, motivating, engaging, and supporting students in achieving their academic goals, improving student learning outcomes and academic achievement.

c) *Commitment to Enhancing and Transforming Profession (20%)*
Nominees should demonstrate a commitment to improving their field of teaching, and actively engage in advising, collaborating, mentoring and sharing knowledge with colleagues to develop and deliver high-quality teaching strategies and practice.

d) *Dedication to the Core Attributes of UniSA Staff (10%)*

3. Unstoppable Senior-career Teaching Award

Recognising an exemplary educator (with 10+ years of experience teaching in a higher education setting) for significant and sustained contributions in advancing teaching and learning, who promotes advocacy for the profession, motivates and inspires peers at UniSA.

The nominations must address <u>all</u> of the following criteria:

a) *Excellence in Teaching and Pedagogical Leadership (40%)*
Nominees should demonstrate exceptional teaching and learning outcomes by transforming / enriching curriculum as well as using effective teaching strategies, tools and technologies to provide a supportive and engaging learning experience.

b) *Positive and Sustained Impact on Student Learning (30%)*
Nominees should have a proven track record of inspiring, motivating, engaging, and supporting students in achieving their academic goals, improving student learning outcomes and academic achievement.

c) *Commitment to Enhancing and Transforming Profession (20%)*
Nominees should demonstrate a commitment to improving their field of teaching, and actively engage in advising, collaborating, mentoring and providing leadership to colleagues to develop and deliver high-quality teaching strategies and practice.

d) *Dedication to the [Core Attributes of UniSA Staff](#) (10%)*

4. Unstoppable Teaching Support Award

Recognising academic and professional staff who have been consistently providing high-quality advice, guidance and support services to enhance teaching and learning at UniSA.

The nominations must address <u>all</u> of the following criteria:

a) *Effectiveness of Support (50%)*
Nominees should consistently provide high-level services and support that has contributed to the sustained effectiveness of teaching and learning, student engagement and success.

b) *Service Orientation and Collaboration (40%)*
Nominees are expected to demonstrate effective collaboration and communication with academic and professional staff, along with other stakeholders, to provide timely and efficient teaching support services and establish/reinforce productive relationships.

c) *Dedication to the [Core Attributes of UniSA Staff](#) (10%)*

5. Unstoppable Enhanced Learning Award

Recognising academic and professional staff who have demonstrated sustained effort to improve the programs and services that support and empower students at UniSA.

The nominations must address <u>all</u> of the following criteria:

a) *Focus on Students (40%)*
Nominees should prioritise students by actively seeking and implementing their feedback in developing, coordinating and supporting teaching and learning activities which cater to diverse learning needs and cultural backgrounds.

b) *Enhance Student Employability (30%)*
Nominees should engage with UniSA staff and students for coordination, support and/or delivery of learning experiences that enhance students' employability, including work integrated learning experience or placement.

c) *Continuous Improvement (20%)*
Nominees should demonstrate continuous improvement to the current practices for the support and delivery of teaching and learning.

d) *Dedication to the Core Attributes of UniSA Staff (10%)*

6. Unstoppable Innovation Award

Recognising academic and professional staff who have made significant contributions to driving/supporting innovation in major teaching and learning areas, including course design and delivery, assessment practices, online learning and work-integrated learning.

The nominations must address <u>all</u> of the following criteria:

a) *Novelty and Impact (50%)*
Nominees should demonstrate unique initiatives that significantly impact the field, going beyond current practices, projects and services and opening up new possibilities in teaching and learning.

b) *Practicality and Feasibility (40%)*
Nominees should demonstrate innovation in teaching and learning activities and/or supporting services should be feasible and adaptable, which may include for interdisciplinary/cross-unit collaboration and a forward-thinking approach to meeting future needs.

c) *Dedication to the Core Attributes of UniSA Staff (10%)*

7. Unstoppable Partnership Award

Recognising academic and professional staff who have made contributions to the development of significant partnership with external entities that positively expand the impact of UniSA's learning and teaching missions.

The nominations must address <u>all</u> of the following criteria:

a) *Partnership Excellence and Impact (50%)*
Nominee should have established / reinforced one or more partnership(s) that address critical industry needs and have a positive impact on teaching and learning, such as improved student learning outcomes and employability.

b) *Partnerships for Sustainability and Growth (40%)*
Nominees should demonstrate that the partnership should be sustainable, with the potential for long-term collaboration, continued impact, or leading to additional opportunities, such as external funding, sponsorship or placement.

c) *Dedication to the Core Attributes of UniSA Staff (10%)*

FAQs

Can I nominate myself? Each AU, CU and UO can nominate one candidate for each award category, nominees may be identified via from local area awards, or areas may choose to explore other approaches. If you're curious about potential self-nomination path in your local area, please contact your local Executive Services Team in the first instance.

Can the nominee fill out the form? We welcome nominee perspectives! However, incorporating reflections from Executive Deans, Deans of Programs etc. is strongly encouraged to strengthen the application.

How do EDs, DoPs and Unit Directors endorse nominations? Executive Deans or Unit Directors provide the final nomination endorsement. While they don't have to submit it directly, please attach their approval email when submitting the nomination via the online portal.

Can I edit a submitted form? Once it's in, it's final! Double-check the details and make sure everything's correct before hitting submit. Draft, review, endorse, and then transfer all the finalised magic onto the online form.

Do I need to attach supporting documents? No need for extra paperwork! The key points from supporting documents should already be reflected in the nomination form details.

Any word count limits? Fair judging depends on comparable content coverage across all entries. Word limits help assess nominations and are in place to keep things consistent and fair for everyone. We kindly ask that you follow the set limits.

Who are the judges? The selection panel include the Pro-Vice Chancellor: Teaching & Learning, the Director: Teaching Innovation Unit, one Dean of Programs from each Academic Unit, a Central Unit Director representative, and the Academic Director: UniSA Online. Please note that each member abstains for judging submissions from their own area to keep things fair.

What do winners get? Each category winner is awarded $5,000 in professional development funding. Team winners can divide this up amongst themselves. We'll celebrate at a reception on Dec 2nd (tbc) with campus-wide announcements and website features. All nominees and winners receive honorable certificates too!

Can I choose how to use the award funds? The usual process for using professional development funds applies – winners need unit approval for using the funding, following the *Professional Development Fund Guidelines*.

What if I'm on a regional campus and nominated? We want to celebrate all nominees' T&L achievements! For nominated regional colleagues, there is some travel support available for colleagues based at regional campuses to attend the Unstoppable Teaching & Learning Award Ceremony. Please contact the P&CAO Office for more information.

Timeline

In 2024, an extended timeline is proposed for developing Teaching & Learning award nominations. This allows more time for crafting high-quality submissions:

Nominations open	Monday, 10 Jun
Nominations close	Friday, 27 Sep (16 weeks)
Nominations consolidation and verification	30 Sep – 11 Oct (2 weeks)
Judging panel to review and score nominations	14 Oct – 1 Nov (3 weeks)
Score consolidation and finalise results	4 Nov – 8 Nov (1 week)
Judge meeting (if required)	Friday 15 Nov
Result announcement in award event	Monday, 2 Dec

If you have any other enquiries regarding the Unstoppable Teaching & Learning Awards, please contact us at Provost.ChiefAcademicOfficer@unisa.edu.au.

Updated Nomination Form Sample for 2024

Select an Award Category

- ☐ *Early-career Teaching Award*
- ☐ *Mid-career Teaching Award*
- ☐ *Senior-career Teaching Award*
- ☐ *Teaching Support Award*
- ☐ *Enhanced Learning Award*
- ☐ *Innovation Award*
- ☐ *Partnership Award*

Nominator's Details

Name (Title, First name, Last name)	
Position Title	
Unit Name	

Endorsement

Does the Executive Dean or Unit Director support the nomination? *If you choose 'no', please contact your Executive Dean or Unit Director for support to submit your application.* *Note for team applications which contain members from multiple Academic or Central Unit, endorsement should be sought from the most appropriate Executive Dean or Unit Director.*	☐ *Yes* ☐ *No*
Upload evidence of support, e.g. endorsement email	↑ Upload file File number limit: 1 Single file size limit: 10MB Allowed file types: Word, PDF

Nomination

Submission type	☐ *Individual* ☐ *Team*
Staffing Category	☐ *Academic* ☐ *Professional* ☐ **Mixed** *(if a team nomination)*

Lead Nominee's Details	
Name (Title, First name, Last name)	
Position Title	
Unit Name	
Email	
Team Members' Details	

Team member 1
    Full Name:
    Email:
    Unit Acronym:	

Team member 2
    Full Name:
    Email:
    Unit Acronym:	

Team member 3
    Full Name:
    Email:
    Unit Acronym:	

Team member 4
    Full Name:
    Email:
    Unit Acronym:	

Team member 5
    Full Name:
    Email:
    Unit Acronym:	

Supporting Statements *Please address all the criteria outlined below.*	
Excellence in Teaching (40%) Nominees should make a measurable contribution to improved teaching and learning outcomes by using effective teaching strategies, tools and technologies to provide a supportive and engaging learning experience.	Please prepare statement in 500 words
Positive and Sustained Impact on Student Learning (30%) Nominees should have a developing track record of inspiring, motivating, engaging and supporting students in achieving their academic goals, improving student learning outcomes and academic achievement.	Please prepare statement in 400 words
Commitment to Enhancing Profession (20%) Nominees should demonstrate a commitment to improving their field of teaching through mentoring and leadership. They should also show a high potential for continued excellence in teaching and a commitment to relevant and ongoing professional development.	Please prepare statement in 300 words
Dedication to the Core Attributes of UniSA Staff (10%) • *Trusted, authentic and self-aware* • *Takes the initiatives and delivers results* • *Provides solutions* • *Communicates with impact* • *Leads and works well with others*	Please prepare statement in 200 words or less

Exemplar – 2023 Winning Entry

The following sample provides reference for submitting a compelling nomination. It's important to note that while this example showcases one effective approach, the nominees should still utilise best practices specific to their fields. Please also note that in 2024 the nomination form and word limits will differ.

UNSTOPPABLE AWARDS – TEACHING & LEARNING STREAM – Nomination Form

Academic / Central Unit Area	Teaching Innovation Unit
Nominator's Name	Assoc. Prof. Sheridan Gentili

Category 5: Enhanced Learning Award

Please note that each Academic Unit, UO and Central Unit is limited to ONE nomination for each award category. Nominations to be endorsed by the Executive Deans or Unit Director only.

Section 1 | Nomination Please tick (✓) at the appropriate box

Submission Type	Individual ☐ (Refer to section 2)	Team (Refer to sections 2 &3)	
Staffing Category	Academic ☐	Professional ☐	Mixed ☑ (if a team nomination)

Section 2 | Lead Nominee's Details

1. First Name	Claire	2. Last Name	Aitchison
3. Position	Senior Lecturer: Academic Development	4. Email	Claire.aitchison@unisa.edu.au

Section 3 | Team Members' Details Please attach separate page with any additional team member names if needed

Member 1 - Full Name	Dr Claire Aitchison	Unit Acronym	TIU
Member 2 - Full Name	D r David Birbeck	Unit Acronym	TIU
Member 3 - Full Name	Dr Shashi Nallaya	Unit Acronym	TIU
Member 4 - Full Name	Hayley Timms	Unit Acronym	TIU
Member 5 - Full Name	Stuart Deer	Unit Acronym	TIU

Section 4 | Supporting Statements Please address ALL the criteria outlined below:

Focus on Students Nominees should prioritise students by actively seeking and implementing their feedback in developing, coordinating and supporting teaching and learning activities which cater to diverse learning needs and cultural backgrounds.	In 2019, the Teaching Innovation Unit (TIU) consulted academics and senior managers via the Academic Divisions to identify the professional development needs of UniSA educators. As a result, TIU Senior Lecturers: Academic Development and Learning Designers created a student-centered short course *Teaching and Learning Principles and Practices in Higher Education* (TLPPHE) launched in 2020, with 86 graduates to July 2023. TLPPHE introduces staff to foundational teaching and learning concepts in the scholarship and practice of teaching in Higher Education (HE). The 10-week course is delivered by a multi-skilled teaching team through hybrid workshops (face to face and online) and interactive online content. Students (i.e., UniSA educators) drive their own learning, setting their own authentic learning tasks in relation to their context, teaching and learning interests, and stage of career. The course aligns with AEP Actions by supporting their teaching expertise and their Scholarship of Teaching and Learning (AEP 1.8), thus fostering career advancement (AEP 1.4 and 2.2) and better outcomes for their students.

The TLPPHE student cohort includes academic and professional staff who are involved in any domain of teaching and learning across all employment levels and from any Academic or Central Unit.

We meet the needs of our students via feedback starting from the initial needs-analysis through to course and curriculum design, renewal, and delivery. Input from student participants ensures relevance, and authentic learning.

We have sought and implemented feedback in the following ways:
- Course evaluations (MCE) (2020-present) have demonstrated a consistently high regard for our course; mean scores ranging from 66-94 (median 85.71), with up to 53% MCE response rates.
- Additional surveys for fine-grained feedback–particularly during COVID when we needed to maintain social presence across hybrid delivery modes.
- Reflection statements from students, embedded into the final assessment task, give insight into students' experiences of the course and its impact on their T&L.
- Critical teacher reflection, informed by student feedback.
- In 'Course Wrap-Up' sessions at the conclusion of each iteration, students discuss their experiences and provide additional feedback to the teaching team. These highly engaging and energetic conversations provide genuine and rich avenues for reflection and action.
- These mechanisms are supplemented by independent communications from participants and other stakeholders.

TLPPHE is culturally inclusive, catering for diverse educational contexts, disciplinary cultures and learning needs, as evidenced in the breadth and depth of our reach across the institution. Indicative of our reputational standing, when recommending TLPPHE to staff, a Level D senior manager informed us: *Two previous participants replied 'All' and encouraged everyone to do it as they had such a positive experience. Can't get better promotion than that!* (Email 31/03/2022)

	Assessment design supports this diversity: participants design their own learning according to their personal circumstances, their disciplinary and educational context; they develop a personal plan for learning that builds on foundational educational principles of theory, assessment, evaluation, scholarship and learning design. We accommodate diverse participant needs through authentic assessment and feedback: *"I particularly like the pass/fail grading for the assessments and this made the feedback from teaching team extremely valuable"* (MCE).
Enhance Student Employability Nominees should engage with UniSA staff and students for coordination, support and/or delivery of learning experiences that enhance students' employability, including work integrated learning experience or placement.	Typically, those new to teaching will make up to one third of our enrolments—but all students aim to improve their careers as educators, whether this means seeking permanency, promotion, or generally enriching their employment opportunities. Key to any educator role in Higher Education (HE) is being able to describe one's teaching approach in scholarly ways. Often people new to HE teaching don't have the knowledge or the language to do this, and even very experienced educators, may have a relatively uninformed understanding of the complex body of HE scholarship. The course addresses this need aiming to equip students with the skills and language required to evidence their knowledge of teaching and learning (T&L)—and hence their confidence and employability. TLPPHE exemplifies the UniSA Core values. Through the development of a teaching philosophy statement participants (re)consider their teaching practices in light of personal beliefs, university values, teaching and learning scholarship, and T&L experiences. The Negotiated Learning Plan ensures that students explore an aspect of T&L that is relevant to their circumstance. The Teaching Portfolio is a vehicle for gathering evidence and planning their ongoing careers as professional educators. By the end of the course all students walk away with core concepts across teaching scholarship and the ability to reflectively describe their approach to teaching. Our intention is that when a staff member says they have passed the course that the rigour of that achievement is recognised. The course attracts staff from across the university, sessional through Level A-E. This diversity creates rich learning and networking opportunities that cross university disciplines within a safe and supported learning environment. For example, we had one participant – a Level D academic with a strong teaching background share with the cohort the importance of teaching philosophies for promotion and employment opportunities. This gave lived

experience and validation to the activity for the students.

The course is an exemplar of work integrated learning (WIL) in practice. The whole course *is* Work Integrated Learning. Networks of colleagues from across the institution connect in interdisciplinary groups as they work in scholarly ways on an aspect in their teaching practice. Projects to date have included things such as re-designing course activities, scaffolding assessments, and trialling classroom initiatives. At other times, it can be something quite profound: one participant had been distressed by a student interaction aggravated by mental illness and felt unable to support their student. Working with them on their Learning Plan we brought them into contact with the Student Engagement Unit and relevant scholarship. Their deliverable for the course Portfolio included an action flow chart co-created with the SEU and subsequently presented in their Academic Unit.

The clever combination of core learning modules and self-directed and scholarly learning sets students up to take control of their teaching careers. We are aware that staff have used their experiences from the TLPPHE for probation and promotion, as well as for external recognition—for example, when one person developed their successful Senior Fellow AdvanceHE Application as part of their Learning Plan.

Continuous Improvement

Nominees should demonstrate continuous improvement to the current practices for the support and delivery of teaching and learning.

As committed educators, reflective practice and continual improvement are core practices. *"The team of TIU staff who developed and taught it were very dedicated to their students and very engaging in their teaching styles; very good role modelling offered to their academic audience/student cohort"*; *"feedback was constructive and very helpful for my ongoing and future professional growth"* (MCE, 2022). The teaching team is regularly reinvigorated through new membership. Post-workshop whole-of-team debriefing sessions ensure reflection and evaluation is routinely incorporated into the updating of workshops, curricula, and delivery.

A variety of feedback mechanisms inform our work resulting in continuous improvements, and innovation. For example, participant feedback has resulted in:
- An increased number of face-to-face workshops (in response to participant feedback 2020).

- The deliberate collection and sharing of annotated exemplars from each cohort to ensure currency, and to illustrate the range of practices/projects and expectations for quality (feedback, 2021).
- We have repeatedly refined our instructions and expectations for the assessments — especially the Portfolio, and as a result see a trajectory of increasing sophistication and quality with each cohort (ongoing feedback and teacher evaluation and reflection, 2022-current).
- A major redesign of the online course structure in 2022 (from feedback and teacher evaluations in 2021) including more interactive activities, more scholarly references, and assessment exemplars.

Course participants—and their students—grow from the learning they experience in TLPPHE: *"I loved that the assessments focus on me as a teacher and developing tasks that I can use in my current teaching. [for example] I was able to add new teaching resources to my SP5 course"* (MCE 2021). *"The whole course was so helpful for me, being a new teacher. I honestly felt that it made me so much more prepared for the semester, a much better teacher."*

Impacts can be long-lasting; we recently invited a former participant from 2020 to share their experiences. They described how the learning project they began during TLPPHE has led to their ongoing commitment to scholarly teaching, resulting in sustained research into their teaching, enrolment in additional PD opportunities, and the publication of 2 scholarly peer reviewed papers. Other participants have received T&L Grants as a result of projects they have scoped or commenced during the course (e.g., participants from STEM/ALH and UniSA Online have received local and institutional grants). Our graduates regularly present work from TLPPHE at the UniSA Teaching and Learning Symposium – and we are aware of at least 4 who have taken their work to the annual Higher Education Research Group of Adelaide (HERGA) conference. Another student designed their learning project around authentic assessment—further expanding their influences as the authentic assessment champion in their Academic Unit.
This kind of impact arises from our efforts to continuously improve the course—which then results in additional layers of improvements in teaching practices across the whole institution. These repeating cycles of improvements contribute to the overall quality of the educational experience offered at UniSA.