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NUTA

NATIONAL UNIVERSITY
TEACHING AWARDS



NATIONAL UNIVERSITY TEACHING AWARDS (NUTA)

PROCESSES AND PROCEDURES 2024



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PROCESSES AND PROCEDURES 2024

The Processes and Procedures for the National University Teaching Awards (NUTA) as outlined in this document, should be read in conjunction with the accompanying NUTA Framework.

The process for the awards programme is as follows:

1. CALL FOR APPLICATIONS

The NUTA call for applications will be made by the Chair of the National Co-ordinating Committee (NCC) to Vice-Chancellors and Deputy Vice-Chancellors: Teaching and Learning of public higher education institutions. The call will also appear on the Department of Higher Education and Training (DHET), Council on Higher Education (CHE), Higher Education Learning and Teaching Association of Southern Africa (HELTASA), South African University Teachers (SAUT) websites, as well as professional association websites.

A marketing and communication strategy will be developed to raise awareness of NUTA and provide relevant information on processes and outcomes.

2. ELIGIBILITY

2.1 Academics and teaching and learning specialists at all South African public higher education institutions are eligible for this award.

2.2 Applications can be from individuals or from a teaching collaboration team. A teaching team consists of two or more academics, or teaching and learning specialists, who collaborate over a sustained period of time to develop and deliver a module, course, or programme. This can include the development of an innovative programme, or collaborative work on a project such as the renewal of a module/programme. The portfolio should clearly indicate the role played by each of the team members.

2.3 Applicants need not necessarily be recipients of institutional awards but must be nominated by the





institution.

- 2.4** Recipients of commendations may re-apply after two years of receiving the commendation, after demonstrating further growth and development. It is recommended that these recipients participate in the workshops and mentoring programme.

3. PROCESS

- 3.1** The university identifies and nominates a maximum of FOUR candidates through processes that are **transparent and inclusive**. Institutions will decide on who will be applicants for NUTA, how they will be nominated and how the process will unfold at the institutional level. The names of selected applicants will be submitted to NUTA. This will require universities to publicise the NUTA within the institutional environment.
- 3.2** Each applicant is expected to submit a portfolio of evidence which meets specific NUTA criteria and relevant rubrics. [*Refer to Addendum A of this document.*] It is the responsibility of the applicant to ensure that the application and all attachments are loaded successfully onto the NUTA website. Applicants are encouraged to make use of resource materials, such as previous winners' portfolios. Since there are no NUTA winners yet, applicants are referred to award-winning HELTASA portfolios on the HELTASA website.
- 3.3** Institutions may choose to offer advice and feedback from their own institutional teaching and learning centre peers, or to make use of the NUTA mentors in the workshop and mentoring programme. [*Refer to the Workshops and Mentoring document on the SAUT website which may be accessed on: <https://sauniversityteachers.org.za/national-university-teaching-awards/>*]
- 3.4** Applicants may apply for one of the following categories: beginner teachers (in their first five years of teaching), experienced and mid-level teachers (who have made contributions over a lifetime and shown leadership in discipline-specific teaching), and teaching and learning specialists who have shown innovation in teaching and learning.
- 3.5** Applicants who apply for the team collaboration award should clearly indicate the role of each team member.



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- 3.6** Applicants should clearly indicate their contributions to the scholarship of teaching and learning beyond their discipline (if appropriate).
- 3.7** Applicants' portfolios are evaluated by an adjudication panel according to the published criteria. *[Refer to the adjudication panel section in Point 4 of this document].*
- 3.8** All shortlisted applicants will be required to make a short presentation to the adjudication panel. The presentation may be in-person or online depending on the logistics and arrangements required to meet in-person.
- 3.9** Awards will be made at the annual NUTA Gala event. Winners will receive a monetary award of R50 000 each, to be revised each year.
- 3.10** A maximum of FIVE awards in total are made in the three categories mentioned in 3.4 and 3.5.
- 3.11** The committee may also recognise selected applicants with commendations.
- 3.12** The due date for all applications is the end of June each year. The Chair of the Adjudication panel will inform candidates if they have been shortlisted or not by the end of August.

4. ADJUDICATORS

Adjudicators are custodians of a process that is fair, and one that appreciates the historical and contextual differences across the public higher education institutions. The awards are not developmental, but the work of the adjudicators has a developmental role, that is, to provide feedback on the submissions to encourage extensive participation by all universities. In addition to identifying award winners, adjudicators further identify aspects that require attention and share these with the committee responsible for supporting or mentoring potential candidates.

- 4.1** The adjudication panel will consist of a maximum of 12 members, of which four should be teaching and learning specialists. The committee will have a convenor who will chair the meetings and a scribe who will note all decisions. The panel will include:
- Two representatives from the Council on Higher Education (CHE).
 - Two representatives from the Higher Education Learning and Teaching Association of Southern





Africa (HELTASA).

- Additional five members identified by NUTA/USAF/DHET.
- A student representative selected by the national students' organisation.
- One previous awardee.
- Representatives on the panel should include research-led universities, comprehensive universities, Universities of Technology, urban and rural universities.
- Additional members may be co-opted to ensure that there are adequate specialist skills and representativity on the committee, provided that the total number of members does not exceed 12.

The adjudication panel members will serve for a maximum of two terms of three years each. There will be staggered terms of office to ensure continuity of the committee's work.

The Chair of the National Co-ordinating Committee (NCC) will provide letters of appointment for adjudicators to serve on the adjudication panel.

4.2 The responsibilities of the adjudicators include the following:

4.2.1 In preparation of the awards

The adjudication panel will reflect on previous awards processes and refer to the NUTA Framework to inform and plan the call for awards, then draft the call document that is to be sent out to universities. The panel will collaborate in designing and/or regularly updating criteria for assessing the awards. The panel will set up the process and dates for meetings and all related activities.

4.2.2 Evaluation of submissions

- **First round of adjudication**

For the first round of adjudication, adjudicators will:

- Read and assess portfolios based on the published criteria to identify submissions that meet the requirements.



- Attend meetings and share feedback with other peers that were allocated the same portfolios to evaluate, to ensure fairness of the process.
 - Identify and inform applicants who will go to the next round of the process. Applicants who are not shortlisted for the next round should also be notified by the Chair of the Adjudication panel.
 - Agree on the nature of activities in round two of the selection process, e.g. presentation topic.
- **Second round of adjudication**

For the second round of adjudication, adjudicators will:

- Thoroughly and carefully read and assess each portfolio assigned to respective adjudicators in preparation for interaction with candidates.
- Identify aspects of the portfolio that require a follow-up with the candidate and be ready to engage candidates on these aspects.
- Collaborate with peers to identify award winners based on the published criteria and the candidate's presentation.
- Provide information on the presentation to be made at the Gala Event by the winners.

5. THE APPLICATION

5.1 Nomination letter

All applications must be accompanied by a signed nomination letter. The letter must be uploaded as part of the online application.

5.2 Personal information

The following personal information must be provided:

- A photograph and brief curriculum vitae (2 pages). The curriculum vitae should emphasise the applicant's teaching and professional growth in higher education.
- A team application should include the names, photographs and abbreviated curriculum vitae





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of all participants. The application should clearly indicate the team leader/contact person and provide their contact details.

5.3 The portfolio comprises two parts

Firstly, a **reflective narrative** about the teaching and learning of the nominee (what s/he does and why) should be submitted. The narrative should address the four criteria on reflection (i.e., reflection on context, reflection on students, reflection on knowledge and reflection on growth). The content can be structured in any way the applicant prefers and can be in a pdf or multimedia format. **The total reflective narrative should be no longer than 10,000.** All claims made in the narrative need to be substantiated with evidence. This can be in the form of examples described within the reflective narrative itself or by reference/hyperlink to appendices.

Secondly, the portfolio should include appendices of evidence to substantiate claims made in the reflective narrative. **Appendices should not be more than 10 pages of evidence which may be in different e-formats, and/or two 3-minute audio or video recordings.** Appendices should only include examples pertinent to particular statements or claims made in the reflective narrative. All appendices must be directly referred to, or hyperlinked in the narrative. All appendices should be tested for off-campus accessibility and functionality.

The portfolio should be well planned and easily navigable, with specific sections well demarcated to align the narrative with the appropriate appendices.

6. THE REFLECTIVE NARRATIVE (CHE/HELTASA Criteria for the Reflective Narrative, 2019)

In your portfolio, you are expected to describe how you teach (critical reflection on practice) and why you do it in the way that you do (philosophy of teaching). Your portfolio should show some deliberation on the four overlapping areas described below and may be based on the guiding questions provided in each area. The guiding questions below are meant to guide reflection on practice and to help in structuring the portfolio. While applicants need to show engagement with all four areas, the guiding questions are provided to stimulate ideas and applicants are not expected to respond to every question.

6.1 Reflection on context





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Guiding questions

What is your teaching context and environment? What are the macro, meso and micro issues that you take into account in your teaching? How do your curriculum decisions and teaching approaches reflect the geographical, historical and social context of your classroom? In what ways does your context enable or constrain how you teach and assess? How do you integrate pertinent local and topical issues into your curriculum? What are the institutional, student body, professional, national and international contextual issues that affect your teaching and learning context? How does your curriculum address concerns affecting the planet? What changes have you made to the curriculum to ensure it addresses your context? How does your teaching promote a consciousness/awareness of the global context? How have you adapted teaching, learning and assessments to challenging contexts such as COVID-19 and student protests? How have multimodal/blended/flexible teaching methods influenced your practices?

6.2 Reflection on students

Guiding questions:

Who are your students? How does your teaching ensure that all students feel included and are engaged actively in their own learning? How do you get to know what your students bring with them to your classroom? How do you teach in ways that encourage students to participate in the knowledge production processes? How do you address problems of student under-preparedness in your curriculum? How does your curriculum structure provide sufficient support for students? How do you develop your students' capacities and prepare them to be the critical citizens of the future? How do your curriculum and teaching strategies enrich students who have exceptional abilities? How have you supported students with emergency remote learning during COVID-19? How have you pursued student-centered teaching during remote/blended/flexible learning?

6.3 Reflection on knowledge

Guiding questions:

What is your discipline / profession and what are its key features? What aspects of the course or programme do your students struggle with and how have you addressed this through your teaching approach? How do your teaching and assessment approaches ensure that the practices of the discipline and/or profession become accessible to all? In what ways does your teaching allow students to have access to the discipline?

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What do you do to make sure your students can contribute to knowledge production and not just to knowledge consumption? How do you ensure that you maintain disciplinary depth? How does being an active scholar affect your teaching? How do your contributions to your discipline improve your teaching? How do you draw on the Scholarship of Teaching and Learning literature to remain current with teaching, learning and assessment theories to support student learning within your particular context?

6.4 Reflection on growth

Guiding questions:

What innovative approaches enhance your teaching? How has technology been used to improve the student experience and enable better understanding of core concepts? How do you use alternative teaching and learning techniques to improve student engagement? How do you critically evaluate your own teaching? How do you actively solicit peer evaluation and critique to enhance your teaching? How do you think you have developed as an excellent teacher over time? How have you contributed to curriculum development? How does your approach to assessment enhance learning? How has your scholarship contributed to institutional development (and beyond)?

7. CRITERIA

The selection criteria for applications take into account the inherent inequalities that characterise higher education institutions across the country. As such, three categories of awards are instituted, namely, **beginner teachers and/or teaching and learning specialists (in their first five years of teaching), experienced teachers and/or teaching and learning specialists (who have made contributions over a lifetime, shown leadership in discipline-specific teaching) and collaborative teams.** Both undergraduate and postgraduate teaching will be recognised.

Applicants submit portfolios containing a reflective narrative and substantiating evidence and/or documentation. The portfolios will be evaluated using four criteria: reflection on students, reflection on context, reflection on knowledge and reflection on growth. A detailed rubric is provided in Addendum A.

Claims made in the reflective narrative should be substantiated by evidence. This could be in the form of



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examples in the reflective narrative itself or in the form of brief appendices. It is advisable that the portfolio submitted for the award spans several years of teaching and must include current evidence.

Evidence of innovative teaching could include but is not restricted to the following:

- Information about the applicant and the applicant's teaching context (position in the institution, part/ full time, discipline taught, size of classes, teaching context e.g. main/ satellite campus, areas of key challenge) and broad social context;
- Peer Review of Teaching feedback;
- Student feedback;
- Student retention rates;
- Student success data;
- Student involvement beyond the classroom;
- Artefacts include brief extracts from study guides, multimedia, online materials, innovative student assessment, photographs.

The evidence should demonstrate how the applicant's teaching stands out from that of other good teachers in terms of promoting student learning and contributing to education for social justice.

Evidence of the applicant's involvement with teaching and learning that has a broader impact within the university and beyond could include, but is not restricted to, the following:

- Papers presented on the subject of teaching and learning at conferences;
- Articles or other publications on teaching and learning (online links or citations only or abstracts at the most);
- Membership of professional associations to which the applicant is a significant contributor based on evidence of conference attendance, papers presented, review activities, membership of special interest groups (SIGs) or of the executive;
- Moderation of exams and dissertations/theses;





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- Names of university committees and national or international committees and evidence of the applicant's contribution;
- List of formal and non-formal continuing professional development the applicant has undertaken;
- List of students or staff mentored or supervised;
- List of awards received (where relevant);
- Contributions to addressing social issues.

In addition to the information provided above, please refer to the attached rubric in Addendum A for detailed information on the criteria to be used for adjudication.

8. DESCRIPTION OF PORTFOLIOS

8.1 Portfolio that portrays innovation (as described in the NUTA Framework)

The portfolio makes a convincing case in that the applicant(s) has reflected on multiple aspects of their context, including their students, their institution and their discipline/programme. The portfolio clearly describes the teaching and provides an explanation of why the applicant adopts the approach that s/he does (teaching philosophy). Teaching methods used are contextually nuanced and are aligned to the stated philosophy. Robust and diverse evidence has been provided for the claims made in the portfolio. The applicant(s) is constantly looking for ways of improving and can reflect on growth over time and in response to changing contexts or new understandings. The applicant(s) has had a positive institutional, national or international impact on teaching in higher education. The portfolio is exemplary in addressing all aspects of reflection and can serve as an inspiration of forward-thinking, innovative, student-centred teaching and holistic development.

8.2 Noteworthy portfolio

For this portfolio the applicant(s) reflected on aspects of their context, including their students, their institution and their discipline/programme. The portfolio describes teaching and provides an explanation of why the applicant adopts the approach that s/he does (teaching philosophy). Teaching methods used are adapted to context and aligned to the stated philosophy. Evidence has been provided for the claims made

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in the portfolio. The applicant(s) looks for ways of improving and can reflect on growth over time. The applicant(s) had a positive impact on teaching in higher education beyond their classroom. The portfolio demonstrates innovation in teaching that can promote better practice and encourage others.

8.3 Developing portfolio

The portfolio begins to construct a case that the academic/academic team has reflected on aspects of context. The portfolio describes the teaching and provides an explanation of why the applicant adopts the approach that s/he does (teaching philosophy). Teaching methods used are adapted to context but perhaps not very well aligned to philosophy (or vice versa). While evidence has been provided for some of the claims made in the portfolio, some claims are not substantiated. The academic/academic team looks for ways of improving. The academic/academic team has had a positive impact on teaching. The portfolio demonstrates the development of scholarly reflection for innovative teaching.

[The evaluation rubric is provided as Addendum A.]

All portfolio submissions should be submitted online and be uploaded by the end of June each year.

No incomplete applications will be considered, and no applications may be submitted via e-mail.

9. THE AWARD

Up to a maximum of FIVE awards overall may be made, including team awards, for which winners or teams will receive a monetary award. In addition, the awards committee may recognise selected applicants with commendations. The award winners and those receiving commendations will receive their certificates at the NUTA Gala event that will take place at the end of each year. The award winners will be expected to make a short presentation on their work at the event.

Winners' portfolios are made available on the NUTA website.

10. TIMELINES

The dates for each year will be confirmed in that respective year. The specific proposed dates for 2023 will be confirmed on the NUTA and other websites.



Activity	Proposed Date
Call for mentors / mentorship workshops	February 2024
Call for adjudicators	February 2024
Launch NUTA Awards	March 2024
Call for applications	1 March 2024
Portfolio Submission Date	30 June 2024
Time period for evaluations to be completed.	July to September 2024
Final date for evaluation discussions and finalisation of awardees and commendations	30 September 2024

10.1 Call for mentors

A mentorship system will be in place to support universities as required. This process will include:

- Selecting mentors at universities – mentors should be teaching and learning specialists and/or Teaching Advancement at Universities (TAU) fellows;
- Developing a mentorship programme for specific mentor roles as identified, for example, mentors for institutional representatives who will act as mentors, and mentors to support NUTA applicants;
- Facilitating regional, in-person workshops to develop regional mentorship hubs, or online workshops for all regions with university mentors;
- Clarifying understandings of criteria and rubrics for portfolio evaluation for mentors to appropriately assist applicants; and
- Developing support contacts for mentors who might need assistance.

10.2 Launch NUTA Awards

- Submissions will be open on the NUTA website as soon as the launch has taken place.



- The NUTA Framework, criteria and rubrics will be clarified for institutional champions.

10.3 Call for adjudicators

- Adjudicators will be selected based on representation and requirements in 4.1 above.
- Workshops with adjudicators will be facilitated to clarify expectations and understandings on criteria and rubrics for portfolio evaluation.

10.4 Call for applications

- The call for applications will be made from the Chair of the NCC to DVCs T&L at institutions.

10.5 Portfolio submission

- Portfolios should be submitted via the NUTA website platform.
- The portfolio submission due date is the end of June each year.

10.6 Portfolio evaluation

- Adjudicators will be informed of applications to be evaluated.
- Portfolio evaluations will take place between July and September each year.
- The date for evaluation discussions will be communicated by the Chair of the Adjudication Panel.
- The finalisation of awardees and commendations should be concluded by 30 September each year.

10.7 Award event

The Award event will take place at the end of each year.

10.8 Contact details

For queries on NUTA applications, please contact one of the following	
Name and Email address:	Dr Noluthando Toni (noluthando.toni@mandela.ac.za)
Name and Email address:	Dr Rejoice Nsibande (Rejoice.Nsibande@up.ac.za)
Contact details for technical support:	
E-mail Address:	nuta_support@pomegranite.co.za



Addendum B: Criteria for Portfolio Evaluation

- Portfolios that are mainly innovative will be considered for an award.
- The criteria are designed to be relevant to all teaching contexts in South Africa and should encourage inclusivity for university members from all universities to apply.
- The criteria below are applicable to all respective categories. Adjudicators should be cognisant of submissions accordingly.

Criterion	Portfolio portrays innovation	Portfolio is noteworthy	Portfolio is developmental
1. Reflection on the teaching context	<i>Presents an in-depth understanding of the geographical, historical and social contexts of place and space and explains how and why this impacts teaching. Presents a critical reflection of how institutional, national, international, and factors affect the teaching context.</i>	<i>Reflection on geographical, historical and social contexts of place and space are presented and alludes to how this impacts teaching; shows cognisance of how institutional, national, international, and factors affect the teaching context, i.e., contextual factors are noted, but have not been extended to show critical reflection on context.</i>	<i>Reflection on selected external contexts regarding space and place are presented in terms of how this impacts teaching; institutional, national factors are identified but not explained with reference to critical reflection on teaching context. Contextual factors have not been fully explored.</i>
2. Co-curricular factors that impact teaching contexts	<i>Presents evidence of being knowledgeable of national and international co-curricular factors of social and global concern. There is clear evidence of adaptation to relational aspects of curriculum (i.e. content, teaching approach, interactive activities, assessments), to changing contexts that affect higher education and/or the field of study and society.</i>	<i>Alludes to national and international co-curricular factors and adapts some aspects of curriculum to changing contexts in higher education and/or the field of study and society.</i>	<i>Limited reference is made to national and international co-curricular factors and with limited curriculum adaptation to changing contexts. There is limited or no reference to seminal changes in higher education and how these relate to changing teaching contexts.</i>
3. Teaching philosophy	<i>The teaching philosophy shows alignment between personal teaching values, teaching context, student profile and student needs; provides detailed explanation(s) of why specific teaching approaches are used in relation to the subject(s) and field of study. Shows clear evidence of a reflective and scholarly approach to teaching</i>	<i>The teaching philosophy presents personal teaching values with commentary on teaching context. Teaching approaches are noted in relation to the subject(s) and field of study with some justification for selected teaching approaches. There is some evidence that a scholarly approach informs teaching practice.</i>	<i>The teaching philosophy alludes to teaching values with limited reference to teaching context and/or student profile. Teaching approaches are noted with limited justification for selected approaches used. There is limited evidence of a reflective and scholarly approach to teaching.</i>



	<i>based on theory, practice and research.</i>		
4. Engaged teaching for interactive learning	<i>Teaching includes varied learning styles based on theoretical principles, in relation to the student profile; interactive learning activities are designed to encourage critical thinking, problem-solving for current and future thinking, and to consolidate learning; a varied innovative learning environment is created using LMS, e-applications, media, texts, ICTs, etc. for teaching, learning and assessment; the learning environment is relevant to the subject and conducive for effective student learning.</i>	<i>Teaching includes some learning styles for variation; some interactive learning activities draw on critical thinking and problem-solving with limited substantiation or explanations provided; some examples of ICT and teaching with technology relate to the subject; ICT and teaching with technology supports student learning in some instances.</i>	<i>Teaching includes some learning styles for variation; interactive learning activities are noted but not substantiated; teaching with ICT is alluded to but not expounded on in relation to student learning. A learning-centred environment is created using limited LMS, e-applications, media, texts.</i>
5. Support for underprepared and exceptional students	<i>Evidence is provided of innovative strategies to identify under-performing students and effective interventions for students who need additional teaching support are in place. (Support could be by the applicant, or by means of additional tutorials); interventions are effective in improving student learning; evidence of deep reflection on the intervention is provided.</i> <i>Evidence is provided of effective strategies to support exceptional students are supported to achieve their full potential.</i>	<i>Strategies to identify under-performing students are detailed with concomitant support strategies in place; evidence is provided that interventions are made to improve student learning and /or reflection on intervention is included.</i> <i>Evidence is provided of strategies to support exceptional students.</i>	<i>Strategies to identify under-performing students are noted; support strategies are in place; limited information is provided to support the impact of selected strategies to improve student learning. Limited evidence of reflection on selection and implementation of support strategies for underprepared and exceptional students.</i>
6. Teaching materials	<i>Teaching materials and interactive activities are exceptional, varied according to media types and learning styles, well-designed, engaging, and are appropriate for the subject(s) and the particular higher education level.</i>	<i>Teaching materials and interactive activities are evident, there is some evidence of student engagement for learning. Learning materials are mostly appropriate for the subject(s) and the particular higher education level.</i>	<i>Some teaching materials and interactive activities are designed, some are engaging, and some are appropriate for the subject and the particular higher education level. Limited substantiation of selection and application.</i>
7. Innovative teaching for remote/hybrid learning	<i>Evidence is provided of innovative use of technology for effective teaching; acknowledgement is given to students who do not have appropriate learning devices, and alternate/supportive materials are developed; use of technology promotes interactive engagement with subject content.</i>	<i>There is some evidence of use of technology with elements of student engagement in place; students without appropriate devices are noted and attempts are made to support them; use of technology promotes interactive engagement with subject content.</i>	<i>Hybrid learning is alluded to, student engagement in hybrid modalities are noted but not justified. students without appropriate devices are acknowledged, reference to providing support is limited; use of technology in hybrid learning supports student learning in some</i>



			<i>instances.</i>
8. Reflection on knowledge	<p><i>There is ample evidence of being a specialist in the discipline/field of study; teaching approaches encourage students to have positive interactive disciplinary learning experiences;</i></p> <p><i>Challenging concepts / constructs / areas of learning are identified, with appropriate curriculum amendments for effective student learning.</i></p>	<p><i>There is some evidence of being knowledgeable in the discipline/field of study; there is awareness that teaching approaches encourage interactive disciplinary learning experiences, but evidence is limited;</i></p> <p><i>Challenging concepts / constructs / areas of learning are identified and attempts to address these are in place; student support is provided to clarify difficult areas of subject content.</i></p>	<p><i>Specialist knowledge in the discipline / field of study is noted with limited reference to how this impacts students to be positive about the subject; certain subject areas are identified as challenging, with some reference to support provided.</i></p>
9. Teaching to the discipline	<p><i>Teaching approaches engage students effectively to contribute to knowledge production; there is clear evidence of scholarship within the discipline to maintain depth of knowledge; evidence is presented of how disciplinary scholarship positively impact teaching practices.</i></p>	<p><i>Teaching approaches promote student thinking and contributions to knowledge production; there is some evidence of scholarship within the discipline; some evidence that disciplinary scholarship impact teaching practices.</i></p>	<p><i>Teaching approaches support knowledge production with limited explanations of how this impacts student development in the discipline ; some evidence of scholarship within the discipline is noted; minimal supporting evidence on how scholarship in the discipline impacts teaching practices.</i></p>
10. Reflection on professional growth and development	<p><i>There is detailed evidence of scholarly reflection in, on and about learning and on development as a university teacher; innovative learning and teaching practices are described and justified with reference to practice, theory and research; student evaluations and peer evaluations are the norm, and are used to inform teaching improvement; curriculum renewal is ongoing for the subject and the programme of study.</i></p>	<p><i>There is some evidence of scholarly reflection in, on and about learning and on development as a university teacher; innovative learning and teaching practices are described and justified but with limited reference to practice, theory and research; student evaluations and peer evaluations are sometimes used to reflect on teaching improvement; curriculum renewal occurs as required by the department / institution.</i></p>	<p><i>There is limited evidence of scholarly reflection in, on and about learning and/or on development as a university teacher; innovative learning and teaching practices are described without specific reference to practice, theory and research; student evaluations and peer evaluations are conducted as required but do not necessarily inform teaching improvements.</i></p>