FMDHS EXCELLENCE IN TEACHING AND LEARNING AWARDS 2016

Guidelines, Selection Criteria and Submission Requirements

The Excellence in Teaching Awards aim to recognise and reward teaching excellence within the Faculty. They are an opportunity to acknowledge the considerable time and effort many staff devote to enhancing the teaching and learning experience for students and provide an appropriate forum in which to support the development of high quality and innovative teaching.

The Faculty based awards process has been formulated to align with the procedures and timelines governing the university and national awards schemes with the aim of developing a culture supportive of good teaching at the grass roots level upwards.

Accordingly, the awards process is encompassing, engaging Faculty peers and the student body in the nomination and selection process and is intended to be reflective of the characteristics and context of teaching within the Faculty.

Nominations for the 2016 awards are invited from 1st May – 21st November 2015 and can be submitted by any staff member or student within the Faculty.

Accepting nominees will be invited to provide a full electronic submission by 21st March 2016 for the consideration of the Excellence in Teaching Awards Judging Panel.

AWARD PROGRAMS

The Faculty acknowledges excellence in its learning and teaching environment by conferring up to 14 awards across three annual award schemes:

1. **Awards for Teaching Excellence**
   - Individual Teaching Award
   - Team Teaching Award
   - Small Group Teaching Award
   - Early Career Award
   - Postgraduate Coursework Teaching
   - Research Supervision

2. **Awards for Programs that Enhance Learning**
   - Widening Participation
   - Educational Partnerships and Collaborations with other Organisations
   - Innovation and Flexibility in Curricula, Learning and Teaching
   - Postgraduate Education
   - Student Experiences and Services Supporting Learning, Development and Growth in Higher Education
   - Global Citizenship and Internationalisation

3. **Awards for Outstanding Contribution to Student Learning**
   - Citation for Outstanding Contributions to Student Learning
   - Service Award for Outstanding Contribution to Student Learning
AIMS

In seeking to develop an environment that promotes and enhances the standard of teaching and learning across the Faculty, there are a number of broad aims that drive the Awards Process:

- demonstrate to students, staff and the community that the Faculty values good teaching practice
- generate information so that everyone from students to policy makers have a better grasp of the quality of teaching being done, the workload on staff and the influence of external funding for teaching
- identify and recognise staff who are contributing to teaching in various ways
- promote good teaching practices by encouraging reflection and sharing of teaching strategies among peers
- promote teaching and learning portfolio development

ADJUDICATION

The Judging Panel for all award nominations has been formulated to ensure transparency and objectivity in the selection process and is drawn from the following staff and student representatives:

- Associate Dean (Teaching and Learning)
- Non-Faculty teacher/staff mentor based on campus
- A postgraduate research coordinator from one of the Faculty Schools
- A hospital based clinician
- A Professor in Medical Education

Student representatives from the following disciplines:

- Dentistry
- Medicine
- Pharmacy
- Podiatric Medicine
- Science
- Social Work

Head of School (or senior member of academic staff) from the following disciplines:

- Dentistry
- Medicine
- Pharmacy
- Podiatric Medicine
- Social Work

NOMINATION PROCESS

Nominations can be submitted by:

- Any student enrolled in units taught within the Faculty and Faculty members.
- Self-nominations will also be accepted.
- Nominees can submit applications in more than one category but must complete separate submissions for each category. No two submissions can be the same. Each submission must reflect the unique contributions of the nominee against the context of the category.
- Nominees are eligible to put themselves forward for consideration under a category other than that specified in the nomination if they believe their preferred category is more applicable to the style and context of their teaching.
All nominees who accept their nomination must complete the application process by providing all of the essential documentation as outlined in the guidelines appropriate for their award category.

*Please Note: The maximum number of recipients per award category is limited to one only. Up to two commendations per category may be awarded for other nominees where the Judging Panel deem appropriate.

AWARDS SCHEDULE

- 1 May 2015: Call for nominations
- 21 November 2015: Close of nomination period
- 21 March 2016: Deadline for nominee submissions
- April 2016: Judging Panel convenes and deliberates
- May 2016: Faculty Awards Ceremony

SELECTION CRITERIA

All nominees will be assessed on evidence they provide in relation to the following criteria:

I. Awards for Teaching Excellence

- Approaches to learning and teaching/supervision that influence, motivate and inspire students to learn
- Development of curricula and resources that reflect a command of the field
- Approaches to assessment and feedback that foster independent learning
- Respect and support for the development of students as individuals
- Scholarly activities that have influenced and enhanced learning and teaching

II. Awards for Outstanding Contributions to Student Learning

- Approaches to the support of learning and teaching that influence, motivate and inspire students to learn
- Development of curricula, resources and services that reflect a command of the field
- Approaches to assessment, feedback and learning support that foster independent learning.
- Respect and support for the development of students as individuals.
- Scholarly activities and service innovations that have influenced and enhanced learning and teaching.

III. Awards for Programs that Enhance Student Learning

- Distinctiveness, coherence and clarity of purpose
- Influence on student learning and student engagement
- Breadth of impact
- Concern for equity and diversity
ASSESSMENT CRITERIA

In assessing submissions, the judging panel will take into account:

I. **Awards for Teaching Excellence**
   - The extent to which the claims for excellence are supported by formal and informal evaluation
   - The extent of creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments
   - The information contained in student questionnaires, references and selected teaching materials submitted by the nominee

II. **Awards for Outstanding Contributions to Student Learning**
   - Influenced student learning, student engagement or the overall student experience
   - Gained recognition from fellow staff, the faculty/university, and/or the broader community
   - Been sustained over time

III. **Awards for Programs that Enhance Student Learning**
   - Demonstrated evidence of the effectiveness of the program in formal and informal evaluation
   - The degree of creativity, imagination or innovation
   - Evidence of the sustained effectiveness of the program.

SUBMISSION REQUIREMENTS

Comprehensive details of nomination and submission requirements are contained in the guidelines appropriate to each award below:

I. **Awards for Teaching Excellence**
II. **Awards for Programs that Enhance Student Learning**
III. **Awards for Outstanding Contribution to Student Learning**
I. AWARDS FOR TEACHING EXCELLENCE

These awards give recognition to teachers renowned for the excellence of their teaching, possess outstanding presentation skills and have made a broad and deep contribution to enhancing the quality of teaching and learning within the Faculty.

AWARD CATEGORIES

There are six Teaching Award categories:

1. Individual Teaching Award
   - UWA Employee
     Open to UWA academic staff currently teaching undergraduate students in any of the FMDHS disciplines
   - Non-UWA Employee
     Open to Non-UWA teachers such as clinical tutors/academics, clinicians, health placement supervisors and non-clinicians teaching in a variety of settings such as hospitals, general practice, rural placements or other clinical/practicum/laboratory settings.

2. Team Teaching Award
   This category is aimed at recognising that teaching in a campus or clinical setting can often be a collaborative effort where no one individual can be rewarded and where a team approach has been taken in the delivery of teaching. Open to teams of any size.

3. Small Group Teaching Award
   For excellence in teaching in a small group setting (e.g. tutorials)
   - In a Campus Setting
   - In a Clinical Setting

4. Early Career Award
   Open to staff with no more than five years’ experience teaching in a higher education setting. This should be interpreted as seven cumulative calendar years and includes all tutoring (including tutors and/or upper level students involved in teaching junior students) part-time teaching, and teaching at other higher education institutions.

5. Postgraduate Coursework Teaching
   This category applies to those involved in teaching students at the postgraduate level in any of the Faculty’s disciplines.

6. *Research Supervision Award
   Given the importance of research within the Faculty, the aim of this award is to give due recognition and appreciation of excellence in research supervision.
ELIGIBILITY

- Nominations are open to academic staff, general staff, sessional staff and Faculty associates (full time or fractional, continuing or contract)
- Accepting nominees must be employed by the Faculty at the time of nomination or teach units within the Faculty.
- Self-nominations are accepted providing submission is supported by sufficient evidence i.e. formal/informal student evaluation including SURF results for the relevant units.
- If nominees wish to be considered under more than one category they must complete a separate submission for each category. No two submissions can be the same; each submission must reflect the unique contributions of the nominee against the context of the category.
- Previously unsuccessful nominees in preceding years are eligible for renomination under the same or other categories.
- Previous recipients of a Faculty Excellence in Teaching (EIT) Award cannot receive the same award in two consecutive years.
- Previous recipients of a UWA or Office of Learning and Teaching (OLT) Award in the current or preceding three years are ineligible for nomination.
- Previous recipients of a UWA or Office of Learning and Teaching (OLT) Citation are eligible for nomination for an EIT Award.
- The Early Career Award is open to staff who have been teaching for 5 years or less. This includes all tutoring, part-time teaching and teaching at other higher education institutions.
- The Team Teaching Award is open to teams of any size, however, teams larger than five members are required to name no more than five persons in their submission. Evidence for the award must demonstrate collaboration between team members.
- Students nominating a staff member for the Research Supervision Award must have worked with that person for a minimum of 12 months.

SELECTION CRITERIA (excluding research supervision category)

All candidates will be required to address any two of the specified criteria. Nominees will be assessed on evidence they provide in relation to the following criteria:

i. Approaches to learning and teaching that influence, motivate and inspire students to learn
   These may include: fostering student development by stimulating curiosity and independence in learning; contributing to the development of students’ critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning.

*Please note that separate criteria apply for this category.* Please refer to page 9 of the guidelines for further information.
and teaching; inspiring and motivating students through high-level communication, presentation and interpersonal skills.

ii. Development of curricula and resources that reflect a command of the field
These may include: developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning; integrating student and industry (where relevant) perspectives into developing curriculum; demonstrating innovation to improve integration and delivery of a unit; communicating clear objectives and expectations for student learning.

iii. Approaches to assessment and feedback that foster independent learning
These may include: integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using a variety of assessment and feedback strategies; implementing both formative and summative assessment methods to different contexts and diverse student needs.

iv. Respect and support for the development of students as individuals
These may include: participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; influencing the overall academic, social and cultural experience of higher education

v. Scholarly activities that have influenced and enhanced learning and teaching
These may include: showing advanced skills in evaluation of teaching and reflective practice; using student/peer feedback to reflect on and enhance unit development; identifying challenges encountered and developing methods to respond to these challenges; participating in and contributing to professional activities related to learning and teaching; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching and learning; demonstrating leadership through activities that have broad influence on the profession; demonstrating leadership and teamwork to enhance coursework teaching and student experiences such as curriculum development with colleagues, involvement in mentoring and/or peer review.

ASSESSMENT OF CRITERIA

In assessing the nominations the judging panel will take into account the following:

- The extent to which the claims for excellence are supported by formal and informal evaluation
- The extent of creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments
- The information contained in student questionnaires, references and selected teaching materials submitted by the nominee

SUBMISSION REQUIREMENTS

Submissions for Awards in Teaching Excellence must include the following:

A. Cover Sheet
B. Written Statement
C. Supporting Material, including SURF results for relevant units.

D. *Curriculum vitae – not required at initial Faculty level submission stage
E. *References - not required at initial Faculty level submission stage

*At the initial Faculty level submission stage, additional documents such as a CV and references are not required. Should your nomination be selected for further consideration at the University and National Award levels this documentation may be required.

A. **Cover Sheet**
A coversheet will be made available to accepting nominees to provide their personal details and select the category for which the nominee is to be considered.

B. **Written Statement (excluding Research Supervision Award)**
The core element of a nomination for a Teaching Award is a written statement in which nominees describe their teaching activities and achievements in relation to the selection criteria. The written statement should include all information that might be referred to in the submission.

The written statement is *limited to four A4 pages in total (min 11 point font)* and should be presented in the following order:

i. **Overview**

The overview provides nominees with the opportunity to commence the written statement with a focus on the specific character of their teaching and achievements. It should include the nominee’s educational philosophy and beliefs, description of the teaching context and an integrated summary of the claims relating to the selection criteria.

ii. **Selection criteria**

The remainder of the written statement should be devoted to addressing the specified criteria in turn.

C. **Supporting Material**

Supporting documentation is *limited to ten A4 pages* in total and must include:

- SURF results for relevant units

Additional data may also include:

- SPOT data, peer reviews, written student comments or feedback, reports, emails and other selected teaching materials.
- Website (URL)
- CD-ROM or DVD

D. **Curriculum Vitae (not required at initial Faculty level submission stage)**

The curriculum vitae should outline the nominee’s educational qualifications, employment history, teaching positions held and teaching experience.

**Individual Nominations** - limited to three A4 pages

**Team Nominations** – one additional page per team member i.e. for a team of three, five pages can be submitted (e.g. 2 pages each per team member).
E. References (not required at initial Faculty level submission stage)

Two references of no more than one A4 page each are to be provided by people able to comment on the nominee’s contribution to student learning against the selection criterion/a.

One referee must be the head of the nominee’s faculty, department, school or administrative unit.

*RESEARCH SUPERVISION CATEGORY

Please note that except where indicated below, preceding guidelines for the Awards for Teaching Excellence should be adhered to.

SELECTION CRITERIA

All nominees under the Research Supervision category will be assessed on evidence they provide in relation to the following criteria:

i. Approaches to supervision that influence, motivate and inspire students to learn

ii. Approaches to supervision and feedback that foster independent learning

iii. Respect and support for the development of students as individuals

iv. Scholarly activities that have influenced and enhanced research supervision

SUPPORTING MATERIAL

Supporting documentation is limited to ten A4 pages in total and must include:

- SPOR results for relevant units

Additional data may also include:

- peer reviews, written student comments or feedback, reports, emails and other selected teaching materials.
- List of publications by postgraduate students
- Awards gained by postgraduate students
II. AWARDS FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING

This awards scheme recognises and rewards the diverse contribution that individuals and teams make to the quality of student learning. Awards can be granted to either academic or professional staff who have made a significant contribution to student learning in a specific area of responsibility over a sustained period and who are recognised within the Faculty for their achievements. Each award is unique and reflects the diversity of ways in which Faculty staff contribute to teaching and learning in higher education. Academic staff can be nominated for a Citation for Outstanding Contribution to Student Learning, whilst Professional staff can be nominated for a Service Award for Outstanding Contribution to Student Learning. Nominees in either category can be judged together or separately as deemed appropriate in any given year by the Judging Panel.

AWARD CATEGORIES
There are two award categories:

1. Citations for Outstanding Contribution to Student Learning are open to all academic staff within the Faculty

This category is open to Academic staff within the Faculty.

2. Service awards for Outstanding Contribution to Student Learning

This category is open to Professional staff within the Faculty, including general, administrative, technical, research and laboratory employees.

1. CITATIONS FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING (Academic Staff)

Potential Areas of Contribution

There are a wide range of contributions to student learning that this award recognises. Listed below are some examples nominees may wish to refer to:

- For novel and effective approaches to engaging first year students in a collaborative learning and peer review in a large class setting
- For sustained commitment to personalised administrative support for undergraduate students that has enhanced the overall student experience
- For a decade of exemplary supervision and support of postgraduate research students
- For institutional leadership in the design and implementation of a department based program of peer feedback for academic staff
- For developing new strategies to ensure effective coordination of teaching in a cross-faculty undergraduate program
- For the introduction of original assessment approaches that recognise the different learning styles within a diverse student cohort

Eligibility

- Nominations are open to academic staff and professional staff in the Faculty
- Professional staff nominated under this awards scheme will refer to the guidelines under the 'Service Award for Outstanding Contribution to Student Learning' category
- Academic staff will refer to the guidelines for 'Citations for Outstanding Contributions to Student Learning' category
- Accepting nominees must be employed by the Faculty at the time of nomination
• All nominations must relate to contributions to student learning in the Faculty/University
• Both team and individual nominations are encouraged. Teams may be of any size, however, if the team is larger than 5 members, a team name must be provided
• Previous recipients of a UWA or Office of Learning and Teaching (OLT) Citation for Outstanding Contribution are not eligible for renomination within 3 years of receiving their Citation
• Previous recipients of a UWA or Office of Learning and Teaching (OLT) Award are not eligible for nomination for a Citation
• Nomination for, or receipt of, a Citation at the UWA or OLT levels does not affect eligibility for a FMDHS Excellence in Teaching Award
• Previously unsuccessful nominees in preceding years are eligible for renomination under the same category

Selection Criteria (Academic Staff)
Nominees are invited to **address two** of the following criteria as appropriate for their particular contribution:

i. **Approaches to the support of learning and teaching that influence, motivate and inspire students to learn.** This may include fostering student development by stimulating curiosity and independence in learning; contributing to the development of students critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, presentation and interpersonal skills; enabling others to enhance their approaches to learning and teaching.

ii. **Development of curricula, resources and services that reflect a command of the field.** This may include developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning; communicating clear objectives and expectations for student learning; providing support to those involved in the development of curricula and resources; contributing professional expertise to enhance curriculum or resources.

iii. **Approaches to assessment, feedback and learning support that foster independent learning.** This may include integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using a variety of assessment and feedback strategies; implementing both formative and summative assessment; adapting assessment methods to different contexts and diverse student needs; contributing professional expertise to enhance assessment and/or feedback.

iv. **Respect and support for the development of students as individuals.** This may include participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; influencing the overall academic, social and cultural experience of higher education.

v. **Scholarly activities and service innovations that have influenced and enhanced learning and teaching.** This may include showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; demonstrating leadership through activities that have broad influence on the profession.

Assessment of Criteria
The nomination will be judged against the criteria on the extent to which it shows evidence (in the
written statement) that the nominees’ contribution has:

- Influenced student learning, student engagement or the overall student experience
- Gained recognition from fellow staff, the faculty/university, and/or the broader community
- Been sustained over time

**Submission Requirements**

Submissions for the Outstanding Contributions to Student Learning Award must include the following:

- Cover Sheet
- Written Statement
- Supporting Material
- *Two References - not required at initial Faculty level submission stage

*At the initial Faculty level submission stage, references are not required. Should your nomination be selected for further consideration at the University and National Award levels this documentation may be required.

A. **Cover Sheet**

A coversheet will be made available to accepting nominees to provide their personal details.

B. **Written Statement**

The core element of a nomination for an Outstanding Contribution to Student Learning Award is a written statement in which nominees describe their contribution to student learning. The written statement should also include all information that might be referred to in the submission

The written statement is limited to **four A4 pages in total (min 11 point font)** and should be presented in the following order:

1. **Citation**
   
   Proposed citation (up to **25 words**) describing the distinctive contribution of the nominee

2. **Summary**
   
   Summary describing the particular contribution and specific context for the contribution

3. **Selection criteria**
   
   Statement addressing chosen criteria

C. **Supporting Material**

Supporting documentation is **limited to ten A4 pages** in total and must include:

- SURF results for relevant units

Additional data may also include:

- SPOT data, peer reviews, written student comments or feedback, reports, emails and other selected teaching materials.
- List of publications
- Website (URL)
- CD-ROM or DVD
D. References (not required at initial Faculty level submission stage)

Two references of no more than one A4 page each are to be provided by people able to comment on the nominee’s contribution to student learning against the selection criteria. One referee must be the head of the nominee’s faculty, department, school or administrative unit.

2. SERVICE AWARD FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING (Professional Staff)

Potential Areas of Contribution

There are no specified categories for a Service Award, and awards will be made for both general and more specific contributions. A concise submission will describe the distinctive contribution of the nominee(s). Service awards are unique and reflect the diversity of ways in which staff contribute to excellence in teaching and learning in higher education. Listed below are examples of possible service categories.

Eligibility

- Both team and individual nominations are accepted.
- Nomination is open to all professional staff, including general, administrative, technical, research and laboratory positions.
- All nominations must relate to contributions to student learning in the faculty/university.

Nomination process

- It is anticipated that Service awards for Outstanding Contributions to Student Learning will be peer nominated. Student nominations will also be accepted.
- Those nominating a staff member for a Service Award must complete the application process by providing up to 2 pages addressing the criteria listed below.

Selection criterion

Respect and support of both staff and students and for the development of students as individuals which may include: participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; influencing the overall academic, social and cultural experience of higher education, supporting staff in the delivery of their unit(s).

Submissions will be assessed on the extent to which nominators show evidence that the nominees contribution has:

- influenced student learning, student engagement or the overall student experience;
- been sustained over time; and
- gained recognition from fellow staff and the faculty.

Submission Requirements (Nominator)

Submissions for a Service Award for Outstanding Contributions to Student Learning Award must include the following:

- Cover Sheet
- Written Statement
Supporting Material

A. Cover Sheet (Nominator)

A coversheet will be made available to all nominators to provide both their and their nominees’ personal details.

B. Written Statement

The core element of a nomination for a Service award for Outstanding Contributions to Student Learning is a written statement of no more than two pages in which the nominators describe the nominee’s contribution to student learning. Nominees can also address the selection criterion and provide evidence to support the claims against the criterion.

Additional information referred to in the written statement can be included in Appendices (maximum total length of Appendices is 10 pages).

i. Essential documentation (Nominator)

Written statement of up to two pages addressing the selection criterion and a statement providing supporting evidence

ii. Optional documentation (Nominee)

• Two references/letters of support
• A paragraph or two to support the nomination

III. AWARDS FOR PROGRAMS THAT ENHANCE STUDENT LEARNING

This category recognises unique programs and projects that enhance the student curriculum and experience within the Faculty. The programs and services that receive these awards must have demonstrated their effectiveness through rigorous evaluation and will set benchmarks for similar activities in the Faculty.

PROGRAM CATEGORIES

There are six Program Award categories:

1. Widening participation, encompassing approaches to learning and teaching, and/or student experience which enhance student access, widen participation, and support progression.

2. Educational partnerships and collaborations with other organisations, encompassing partnerships between universities, and universities and other organisations—such as schools, private higher education providers, registered training organisations, professional bodies, businesses and industries in collaborative approaches to learning and teaching.

3. Innovation and flexibility in curricula, learning and teaching, encompassing approaches to learning and teaching that afford flexibility in time, place and/or mode of learning and innovations that encourage novel approaches to learning and teaching, innovations that align assessment with curriculum design, innovations that encourage or support multidisciplinary, research-based learning and teaching approaches, innovations that utilise the potential of new and/or emerging technologies.

4. Postgraduate education, encompassing programs and other activities that focus on postgraduate students, postgraduate coursework learning and teaching, postgraduate research supervision and research higher degree candidature and postgraduate learning support.
5. **Student experiences and services supporting learning, development and growth in higher education learning**, encompassing services directly related to student learning such as services for specific groups of students, information access, course advising, language and learning support, counselling and disability support. Quality of learning engagement and other learning and teaching experiences within large student groups to sustain and retain students, student enhancement, whole personal development learning and the quality of the first-year student experience.

6. **Global citizenship and internationalisation**, including valuing and enhancing the international student experience, student exchange, international recruitment, transition programs for international students and internationalising the curriculum.

**ELIGIBILITY**

- Nomination is open to all programs and services that enhance student learning. It is intended that nominated programs are broader than one or two subjects or a limited service that involves only a few students. For example, programs may involve a service or program provided at the faculty or school level, a program of study across a year or number of years, or a service or program directed at particular groups of students.

- Previous recipient programs at the University/National Award levels are ineligible for renomination

- Teams may be of any size. If a team is larger than five members, a team name should be given.

**SELECTION CRITERIA**

All nominees for a Program Award will be assessed on evidence they provide in relation to the following four criteria:

i. **Distinctiveness, coherence and clarity of purpose**
   Extent to which the program has clear objectives and systematic approaches to coordination, implementation and evaluation.

ii. **Influence on student learning and student engagement**
   Extent to which the program targets identified needs and directly or indirectly enhances student learning, student engagement and/or overall experience of higher education.

iii. **Breadth of impact**
   Extent to which the program has led to widespread benefits for students, staff, the faculty/university and/or other institutions that is consistent with the purpose of the program.

iv. **Concern for equity and diversity**
   Extent to which the program promotes and supports equity and inclusiveness by improving access, participation and outcomes for diverse student groups.

**ASSESSMENT OF CRITERIA**

In assessing nominations against the four selection criteria, the judging panel will give equal consideration to the following:

- Demonstrated evidence of the effectiveness of the program in formal and informal evaluation
- The degree of creativity, imagination or innovation
- Evidence of the sustained effectiveness of the program.
The views of students, collaborators and/or colleagues, as appropriate, will be a key element in the assessment of the nominations.

**SUBMISSION REQUIREMENTS**

Submissions for Program Awards must include the following

A. **Cover Sheet**
B. **Written Statement**
C. **Supporting Material**
D. **References - not required at initial Faculty level submission stage**

*At the initial Faculty level submission stage, references are not required. Should your nomination be selected for further consideration at the University and National Award levels this documentation may be required.

A. **Cover Sheet**

A coversheet will be made available to accepting nominees to provide their personal details and to select the category for which the nominee is to be considered.

B. **Written Statement**

The core element of a nomination for a Program Award is a written statement in which nominees describe their contribution to student learning. The written statement should include all information that might be referred to in the submission.

The written statement is **limited to eight A4 pages** in total (min 11 point font) and should be presented in the following order:

The written statement should be presented in the following order:

i. **Synopsis**

The synopsis must be written in the third person and is a requirement of the nomination. The word limit is 150–200 words.

ii. **Selection criteria**

The remainder of the written statement should be devoted to addressing the category of nomination and each of the four criteria in turn. Evidence in support of the claims against these criteria must be provided. The views of students, collaborators and/or colleagues, as appropriate, will be a key element in the assessment of nominations.

C. **Supporting Materials**

Supporting documentation is **limited to ten A4 pages** in total and must include:

- SURF results for relevant units
Additional data may also include:

- SPOT data, peer reviews, written student comments or feedback, reports, emails and other selected teaching materials.
- List of publications
- Website (URL)
- CD-ROM or DVD

D. References (not required at initial Faculty level submission stage)

Two references of no more than one A4 page each are to be provided by people able to comment on the nominee’s contribution to student learning against the selection criteria.

One referee must be the head of the nominee’s faculty, department, school or administrative unit.