

2018 Awards for Programs that Enhance Learning Nomination Information

Awards for Programs that Enhance Learning recognise learning and teaching support programs and services that make an outstanding contribution to the quality of student learning and the quality of the student experience at Curtin University. The programs and services that receive Program Awards must have demonstrated their effectiveness through rigorous evaluation and will set benchmarks for similar activities in other faculties, schools, units and higher education institutions.

Categories

There are six Program Award categories, as follows:

Improvement of retention and employability outcomes, encompassing identification of students at risk of non-completion, and the adoption of evidence-based support strategies to maximise their opportunity to succeed; factors driving completions and attrition; strategies pursued to support student success and course completion; student characteristics and their responses to the specific institutional culture and environment; reasons why students feel they need to withdraw from higher education e.g. lack of familiarity with university life and expectations of them as students; comparisons of full-time and part-time students experiences; age and attrition; ATAR; mode of attendance; socioeconomic status. Inspiring and supporting students to realise their sense of belonging; intervention programs aimed at supporting students.

Enhancement of learning and graduate outcomes (through a focus on external benchmarks and the distinctive Curtin experience), encompassing designing effective questions to promote classroom dialogue; initiatives that aim to nurture a culture of belonging within the academic and social community; initiatives that emphasise the importance of focusing on developing activities that all students participate in (rather than initiatives aimed at specific groups of students); initiatives aimed at student belonging through, for example, supportive peer relations, meaningful interactions between staff and students, developing knowledge, confidence and identity as successful university learners; initiatives that create links with academic members of staff; developing a sense of social and community belonging; monitoring the effectiveness of the strategy; a university experience relevant to students' interests and future.

Development of new and innovative courses/programs, 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.

Innovation and flexibility via stackable offerings and micro-credentials, encompassing micro-credentials designed to recognise knowledge acquisition, certify proficiency and track achievements; badged granularity to provide recognition of learning; forms of workplace recognition that could be replaced by a digital badge; the development of micro-courses explicitly modelling open design principles by offering multiple pathways that enable formal and informal learning approaches. Adding stackable skill sets to the foundational university degree. Courses that: respond more quickly to student need and industry demand.

Courses showing new academic/industry partnerships; provide more specificity to potential employers about skills and competencies learned; ladder from a stand-alone credential to a degree program; provide short-term, immediate competency development opportunities valuable for ongoing professional development.

Student experiences and services supporting learning, development and growth in higher education, 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.

Students as partners, encompassing students as partners and the student voice; initiatives that engage students in, and give students responsibility for, the culture of educational practice and in student learning processes; initiatives that extend beyond student engagement and that foster active learning; initiatives that shift students from a position of learning, to learning with academics; initiatives that involve students in curriculum review, course coordination and student engagement; initiatives that encourage students to be producers of knowledge, and not mere receivers.

It is anticipated that Program Awards will be distributed across the six categories, although the pattern of distribution will ultimately be determined by the quality of nominations (i.e. there is no set number of awards for each category).

Eligibility for nomination

1. Nomination is open to all programs and services that enhance student learning.
2. Programs should be 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 university, 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.
3. Programs that have received a Program Award are ineligible for renomination.
4. Previous recipients of a Teaching or Program Award (including AAUT) can only renominate if they form part of a team nomination and are not the lead nominee. The new nomination should not substantially replicate the original nomination.
5. Nomination or receipt of a Citation does not affect eligibility for a Program Award.
6. Team nominations can only include members with a contribution of 10 per cent or higher.
7. Lead nominees must include a Certificate of Completion of Peer Review of Educational Practice in their application, either:
 - Formative or Summative Peer Review of their Educational Practice (PREP) or
 - Peer Review of Teaching (PRT) (the previous peer review process at Curtin University).

For current PREP Guidelines, please refer

to: http://www2.curtin.edu.au/cli/peer_review_educational_practice/what_is_peer_review_teaching.cfm

8. It is expected that lead nominees have prior internal recognition of excellence in teaching and must attach the Faculty Teaching Award Certificate received as evidence of this.

Assessment criteria

All nominations for Program Awards will be assessed on the evidence they provide in relation to the following four criteria, which will be given equal consideration by the Curtin EIT Awards Committee:

1. **Distinctiveness, coherence and clarity of purpose** - extent to which the program has clear objectives and systematic approaches to coordination, implementation and evaluation
2. **Influence on student learning and the student experience** - extent to which the program targets identified needs and directly or indirectly, enhances student learning, student engagement and/or the overall student experience of higher education.
3. **Breadth of impact** - extent to which the program has led to widespread benefits for students, staff, the institution, and/or other institutions, consistent with the purpose of the program
4. **Addressing equity and diversity** - extent to which the program promotes and supports equity and inclusiveness by improving access, participation and outcomes for diverse student groups.

In assessing nominations the EIT Awards Committee will also take into account:

- 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 for more than two years.

Nomination guide and structure

Each nominee must submit the following documents:

1. Nomination form (please use the template provided on the Curtin Learning and Teaching website: http://www2.curtin.edu.au/cli/awards_and_grants/teaching_excellence.cfm)
2. Claims against the assessment criteria, including a synopsis, overview and discussion addressing each of the selection criteria (10 A4 pages)
3. Statement of team contribution (one A4 page)
4. Letters of reference (two references, limited to one A4 page each)
5. Certificate of Completion of Peer Review of Educational Practice (PREP or PRT) by lead nominee.
6. Faculty Teaching Award Certificate held by lead nominee.

1. Nomination form

The completed nomination form must be signed by the nominee and the nominee's Head of School.

2. Claims against the assessment criteria

This component is limited to 10 A4 pages, describes the program activities and achievements and must address all four assessment criteria, providing evidence to support claims.

It should comprise the following elements presented in order:

- **Synopsis** of up to 200 words, which includes a description of the program and its contribution to student learning. Should the nomination be successful, the synopsis will be used in communications regarding the recipient's success. The synopsis must be:

- written in the third person
 - avoid jargon and use plain English
 - should inform the broadest possible audience about the program.
- **Overview** of the program and its context.
 - **Statement** addressing the assessment criteria (include criterion headings), providing supporting evidence including impact on student learning. The views of students, collaborators and/or colleagues, as appropriate, will be a key element in the assessment of nominations.
 - **Reference list:** nominees should use their preferred recognised reference style throughout and include a reference list within the 10 pages. Links to reference lists online will not be reviewed by assessors.

3. Statement of contribution (for team nominations)

Team nominations must include one A4 page which explains the role and indicates the percentage contribution of team members (limited to team members with 10 per cent or higher), in addition to the team information included within the nomination form.

4. Letters of reference

Two references, of no more than one A4 page each, are to be provided by those able to comment on the nominee's teaching performance against the selection criteria. Only the first page of a reference that exceeds the one page limit will be provided to the Curtin EIT Awards Committee.

Points to note:

- Include one referee who is the head of the nominee's faculty, school, department, or their line manager.
- Nominees are encouraged to provide a referee external to the nominee's institution, and who can comment on the wider impact of the program.
- If the nomination relates to a team, the references should apply to the team and not individual team members.
- The references must be signed by the referee. Electronic signatures on references supplied by the referee to the nominee by email are acceptable.

Presentation requirements

The nomination form (provided) is adequate as a cover page.

- A4 page size.
- Margins should be at least 2 cm with clear paragraph definition.
- The minimum acceptable font size is 11 point in Arial or Calibri.
- Include page numbers.
- Include section headings.
- No supplementary materials should be included. Photos, pictures, tables or figures and a reference list should fit within the 10-page statement limit. Any pages in excess of the page limit will be removed before the application is forwarded to the EIT Awards Committee.

Privacy statement

Personal information collected is handled in accordance with the Australian Privacy Principles.

Further information on privacy at Curtin University is available at:

<http://rim.curtin.edu.au/privacy/>

Submission

By **5.00 pm on Monday 10 September 2018** please submit your complete application (see checklist below to ensure that you have included all the documents required) in one pdf file by email to Awards_and_Grants@curtin.edu.au

Queries

Please email Linda Lilly at l.lilly@curtin.edu.au, if you need assistance.

Program Awards Nomination Checklist: Include these items as instructed in the Nomination Information		
1	Nomination form: signed by the nominee and the nominee's Head of School or administrative unit.	
2	Claims against the assessment criteria: ten A4 pages long, 11 pt. font (Arial or Calibri), 2 cm margins.	
3	Statement of contribution: for team nominations only.	
4	Two letters of reference: each letter one A4 page long and signed by Referee.	
5	Peer Review of Educational Practice: Certificate of Completion: Formative or Summative PREP or PRT.	
6	Faculty Teaching Award: Certificate as evidence of prior internal recognition of excellence in teaching.	