

**Criteria For:****Award for Teaching Excellence****Award for Outstanding Contribution to Student Learning**

Criteria	Description
<i>1. Approaches to teaching and the support of learning that influence, motivate and inspire students to learn</i>	This may include fostering student development by stimulating curiosity and independence in learning; participating in effective and empathetic guidance and advice for students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through effective communication, presentation and interpersonal skills; enabling others to enhance their approaches to learning and teaching; and developing and/or integrating assessment strategies to enhance student learning.
<i>2. Development of curricula, resources or services that reflect a command of the field</i>	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; and contributing professional expertise to enhance curriculum or resources.
<i>3. Evaluation practices that bring about improvements in teaching and learning.</i>	Evaluation comprises making judgements about the quality of programs and activities that are part of the academic, cultural and social experience of higher education. This may include showing advanced skills in evaluation and reflective practice; using a variety of evaluation strategies to bring about change; adapting evaluation methods to different contexts and diverse student needs and learning styles; contributing professional expertise to the field of evaluation in order to improve program design and delivery; and the dissemination and embedding of good practice identified through evaluation.
<i>4. Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience.</i>	This may include participating in and contributing to professional activities related to learning and teaching; innovations in service and support for students; 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; providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort; and influencing the overall academic, social and cultural experience of higher education.

## Award for Excellence in Supervision

<p>1. <i>Advancing students as researchers through developing their intellectual rigour and disciplinary expertise, and instilling ethical and responsible research practices</i></p>	<p>This may include:</p> <ul style="list-style-type: none"> <li>• development of a research program that attracts and maintains high quality candidates, while appropriately reflecting equity and diversity concerns,</li> <li>• a record of students attending, and being involved in, disciplinary seminars and other relevant activities,</li> <li>• encouraging and assisting candidates with publication during their period of study,</li> <li>• development of independent, ethical researchers, as evidenced by an outstanding record of research practice that demonstrates strong adherence to the highest ethical standards,</li> <li>• ensuring that students access appropriate research education opportunities ranging from workshops on the concept of research, through to using data sources.</li> </ul>
<p>2. <i>An outstanding sustained record of supervisory practices that have resulted in successful completions, significant research outputs and excellent graduation outcomes for students</i></p>	<p>This may include:</p> <ul style="list-style-type: none"> <li>• evidence of outcomes of research supervision at a minimum including numbers of supervisions (of each kind) supplemented by a record of achievement using examples from the points below (sheer number of completions is <i>not</i> sufficient on its own),</li> <li>• completion rates, timely completions or completions in spite of difficulties arising within the degree, meeting of milestones,</li> <li>• progression to academic or research careers for completed students,</li> <li>• other employment outcomes for completed students,</li> <li>• external measures of successful research outcomes from the supervised research (e.g. publications, quality of journal, published books, conference presentations/invitations, competitive research funding, funded Fellowships)</li> <li>• specific examples of: students who have progressed particularly well after completion,</li> <li>• students with whom fruitful research collaborations have continued, and objective measures of success for those research collaborations (e.g. journal quality, citations, invitations to major conferences, etc.)</li> </ul>
<p>3. <i>Outstanding modelling of the research process for students, including supporting students in choosing a research topic; setting and maintaining clear mutual expectations between student and supervisor; providing timely, constructive, clear and actionable feedback; and nurturing progress through research milestones including processes of completion, publication and research dissemination.</i></p>	<p>This may include:</p> <ul style="list-style-type: none"> <li>• provision of resources, necessary coursework if required, and research plan design,</li> <li>• developing students' theoretical, analytical and methodological skills appropriate to the discipline,</li> <li>• assisting candidates in the development of research, writing and communication skills, particularly through providing appropriate resources/access to relevant training opportunities,</li> <li>• monitoring student progress e.g. through regular meetings, annual reviews and plans, with particular focus to the meeting of "milestone" events during a student's candidature,</li> <li>• constructive and timely comment on written work e.g. chapter drafts, early literature work, papers,</li> <li>• journal manuscripts and structure of the dissertation including specific advice where required,</li> <li>• constructive and timely feedback on candidate presentations e.g. proposal seminar, conference papers,</li> <li>• selection of appropriate examiners and support for students during and following the examination process,</li> <li>• particularly useful are testimonials from past students related to the broad engagement of supervision that reflects the diverse needs of students.</li> </ul>

<p><i>4. Providing and supporting engagement between students and broad scholarly communities through networking and research dissemination opportunities.</i></p>	<ul style="list-style-type: none"> <li>• This may include: evidence of modelling a scholarly approach to research in a global context which recognises the complexity and challenges research candidature in contemporary academic contexts;</li> <li>• encouragement and support for students to access a range of research scholars and projects nationally and internationally, providing opportunities for students to work within an international context through exchanges, meetings, and collaborative work;</li> <li>• facilitation of student networking with other national and international researcher colleagues, appropriately evidenced by student engagement at conferences and other networking opportunities;</li> <li>• provision of career support and opportunities at a national and international level, leadership of, or contribution to, an effective supervisory panel;</li> <li>• facilitating the construction of a well-balanced panel, including working effectively with other panel members;</li> <li>• encouragement to students to effectively utilise supervisory panel members including encouraging students to take advantage of the particular strengths of other members of the panel;</li> <li>• specific research outcomes for the student involved, such as invited presentations at international conferences;</li> <li>• publications in high-quality, peer-reviewed journals;</li> <li>• academic reputation/position of past completed students.</li> </ul>
<p><i>5. A systematic and scholarly approach to professional development of supervisory academic practice and skills in disciplinary or interdisciplinary settings, including evidence-informed evaluation of professional practice in supervision, and leadership in supervision practice.</i></p>	<ul style="list-style-type: none"> <li>• This may include: evidence of advanced skills in evaluation and reflective practice;</li> <li>• participating in and contributing to professional activities related to research supervision;</li> <li>• coordination, management and leadership roles in relation to research supervisions;</li> <li>• conducting and publishing research related to research supervision;</li> <li>• leadership through activities that have broad influence on the profession, department, school and research candidates;</li> <li>• contribution to relevant policy development at College, University, or even sector level.</li> </ul>

## Award for Excellence in Language Teaching

<p><i>1. Approaches to language teaching that influence, motivate and inspire students to learn</i></p>	<p>Which 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; effective approaches to guidance during the planning of research projects; structures established for ongoing interaction with students.</p>
<p><i>2. Development of curricula and resources that reflect a command of the field</i></p>	<p>Which 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</p>
<p><i>3. Approaches to assessment and feedback that foster independent learning</i></p>	<p>Which 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</p>
<p><i>4. Respect and support for the development of students as individuals</i></p>	<p>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</p>
<p><i>5. Scholarly activities that have influenced and enhanced learning and teaching</i></p>	<p>Which 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</p> <p>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 the applications.</p>

## Award for Excellence in Tutoring

<i>1. Approaches to teaching that influence, motivate and inspire students to learn and achieve the desired objectives of a course</i>	This may include: fostering student development by stimulating curiosity and independence in learning; facilitating the development of students' critical thinking analytical skills and scholarly values; encouraging student involvement through the appropriate use of interactive, collaborative and engaging learning activities; the use of high-level of communication (e.g. skilled questioning), presentation and interpersonal skills to help students build understanding in either virtual or face to face settings; using strategies to understand and attend to the individual needs of students; collaborating with course convenors in forming coherent strategies to promote student learning and identifying critical learning issues within a course.
<i>2. Participating in the design, planning and or selection of curricula, particularly relating to tutorial or demonstration resources, that facilitate learning</i>	This may include: demonstrating a deep understanding of the course objectives and expectations of students as communicated by and discussed with the course convenor; developing and/or selecting and presenting coherent and imaginative resources for student engagement and learning; demonstrating up-to-date knowledge and skills in the field of study in the planning, design and or selection of resources and activities for learning; extending course material in tutorials and/or demonstrations to enhance student learning; implementing research-led approaches to learning and teaching.
<i>3. Approaches to assessment and feedback that foster independent learning</i>	This may include: helping students to understand how assessment strategies integrate with the course aims and objectives and student learning activities; providing timely, and meaningful feedback to students on their learning; using a variety of assessment and feedback strategies; implementing formative and summative assessments; assisting students in adapting to the assessment requirements and where appropriate recommending how assessment should be adapted to cater for the specific needs of students.
<i>4. A commitment to evaluating and improving teaching practices</i>	This may include: analysing and appropriately applying feedback received by students; participating in professional development activities focused on developing a greater understanding around teaching and learning; being proactive in the role as an intermediary between the students and the course coordinator in suggesting how the course can be further enhanced.

## Award for Excellence in Innovation

<p><i>1. Development of a concept/approach that displays originality</i></p>	<p>This may include: Development of a new idea/concept/approach within your area; the adaption of an existing idea/concept/approach to suit your circumstances in a new or exciting way; the use of technology to solve a particular problem or achieve a certain aim in an inventive or new way.</p>
<p><i>2. Impacts significantly on student learning or experience</i></p>	<p>Which 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; effective approaches to guidance during the planning of research projects; structures established for ongoing interaction with students; 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.</p>
<p><i>3. Impacts significantly on teaching method/approach/style or philosophy</i></p>	<p>Which may include: developing and presenting coherent and imaginative resources for student learning; adapting traditional approaches to learning and teaching and the thought-out implementation of same; demonstrating up-to-date knowledge of the field of study with the creative design of the curriculum and/or the creation of resources for learning; communicating clear objectives and expectations for student learning.</p>
<p><i>4. Process of development is clearly explained, including reference to any colleagues who may have advised or assisted</i></p>	<p>Which may include: thought-out development processes, consultative approach toward innovation in your field; integrating assessment strategies with the specific aims and objectives for student learning; a critical and creative approach to teaching methods; a consideration of differing contexts and diverse student needs</p>
<p><i>5. Ability of this innovation to be applied to other teaching areas and instigate changes in how courses are designed in this discipline/subject</i></p>	<p>Which may include: demonstrable flexibility and diversity in the application of your innovation; a consideration of a broad approach to teaching and learning outcomes; ability to apply your innovation to your own field and influence similar courses within your discipline; 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.</p> <p>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 the applications.</p>

## Award for Program that Enhances Student Learning

<i>1. Distinctiveness, coherence and clarity of purpose</i>	Extent to which the program has clear objectives and systematic approaches to coordination, implementation and evaluation.
<i>2. Influence on student learning and the student experience</i>	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.
<i>3. Breadth of impact</i>	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.
<i>4. Addressing equity and diversity</i>	Extent to which the program promotes and supports equity and inclusiveness by improving access, participation and outcomes for diverse student groups.

## CAP WATTLE AWARD

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