MEMBERS OF THE TEACHING AND LEARNING COMMITTEE
Deputy Vice-Chancellor (Education) (Winthrop Professor Alec Cameron) - Chair
Chair of the Academic Board (Winthrop Professor John Cordery)
Dean of Coursework Studies (Winthrop Professor Grady Venville)
Pro Vice-Chancellor (International) (Mr Iain Watt)
Director, Centre for the Advancement of Teaching and Learning (Winthrop Professor Denise Chalmers)
University Librarian and Director (Information Management)
President, Guild of Undergraduates (Mr Thomas Henderson)
President, Postgraduate Students’ Association (Mr David Raithel)
Chair of each Faculty Teaching and Learning Committee or Dean of Faculty or nominee:
   Faculty of Architecture, Landscape and Visual Arts (Winthrop Professor Simon Anderson)
   Faculty of Arts (Professor Helene Jaccomard)
   UWA Business School (Winthrop Professor Philip Hancock)
   Faculty of Education (Winthrop Professor Helen Wildy)
   Faculty of Engineering, Computing and Mathematics (Professor Cara MacNish)
   Faculty of Law (Associate Professor Meredith Blake)
   Faculty of Medicine, Dentistry and Health Sciences (Professor Sandra Carr)
   Faculty of Science (Winthrop Professor Brendan Waddell)
Nominee of the Dean of the School of Indigenous Studies (Associate Professor Grant Revell)
Executive Officer (Ms Sue Smurthwaite)

BY INVITATION (INCLUDING STANDING INVITEES)
Dr Sato Juniper, Graduate Research and Scholarships Office
Dr Greg Marie, Institutional Research Unit (IRU)
Dr Judy Skene, Student Services
Mr Brian Greene, Information Services
Professor Sally Sandover, Regional Programs
Mr Kelly Smith, International Centre
Mr Mike Shearer, Head of College (Trinity)
Dr Elizabeth Constable, Vice-Chancellor

STANDING OBSERVER
Ms Sally Jackson, Administrative Officer, Academic Policy Services

TEACHING AND LEARNING COMMITTEE AGENDA BY CIRCULAR

As advised by email on 30th July 2014 the meeting of the Teaching and Learning Committee scheduled for Thursday 7th August 2014 has been cancelled as there was insufficient business to warrant a meeting.

Attached are items for information and consideration by circular. If you do not agree with the recommendations from the Chair in Part 2 or would prefer that the item(s) be referred to the next meeting for discussion, please contact me no later than Friday, 15th August 2014. If there are no objections by that date the items in Part 2 will be processed in the normal way and the recommendations will be recorded as resolutions of the Teaching and Learning Committee.

Ms Sue Smurthwaite
Director
Academic Policy Services
PART 1- ITEM FOR COMMUNICATION AND NOTING

1. 2014 TEACHING FELLOWSHIP SCHEME – REF F12047

The Grants and Schemes Standing Committee received 13 applications to the 2014 Teaching Fellowship Scheme, the following applicants were granted Teaching Fellowships for 2014.

<table>
<thead>
<tr>
<th>Applicant</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor Rob Cover</td>
<td>School of Social Sciences</td>
</tr>
<tr>
<td>Professor Myra Keep</td>
<td>School of Earth and Environment</td>
</tr>
<tr>
<td>Associate Professor Chris McDonald</td>
<td>School of Computer Science and Software Engineering</td>
</tr>
<tr>
<td>Professor Geoffrey Meyer</td>
<td>School of Anatomy, Physiology and Human Biology</td>
</tr>
</tbody>
</table>

For information and noting.

2. HIGHER EDUCATION STANDARDS FRAMEWORK – REF F52663


For members’ information, please find attached (Attachment A) a copy of UWA’s response, formulated by the Deputy Vice-Chancellor (Education) in consultation with key stakeholders. Eighty-five submissions were received by the Higher Education Standards Executive, which are also available at the above website (UWA is listed at number 35).

For information and noting.

PART 2 – ITEMS FOR DECISION

3. TEACHING AND LEARNING COMMITTEE – CONSTITUTION – REF: F12155

At its meeting held on 13th February 2013, the Academic Board approved consequential amendments to the constitution of the Teaching and Learning Committee to take account of the University’s restructure. Since that time, further changes have occurred that impact on the membership of the Committee, including:

- Establishment of a new position Pro Vice-Chancellor (Education Innovation); and
- Separation of the position University Librarian and Director (Information Management) into two positions – University Librarian and Chief Information Officer.

To take account of these structural changes, the Chair recommends that the constitution of the Teaching and Learning Committee be amended as attached to the Agenda (Attachment B) and referred to the Academic Council for approval.

4. CONTRIBUTIONS TO STUDENT LEARNING AWARDS SCHEME – REVIEW - REF: F27832

At its meeting held on the 16th April 2014, the Awards Standing Committee considered, within the context of the Contributions to Student Learning Awards scheme, ways to increase nominations from non-faculty areas of the University for program and citation nominations to the Office for Learning and Teaching (OLT) awards.

The Chair of the Awards Standing Committee, Winthrop Professor Phil Hancock has endorsed proposed amendments to the Committee’s current scheme “Contributions to Student Learning Awards”, as established by the Teaching and Learning Committee in 2009. Due to the extensive amendments suggested, the following two documents are attached for ease of reference:
• Contributions to Student Learning Awards indicating amendment via track changes, leading to a new scheme (Attachment C);
• A new scheme titled Non-Faculty Awards, indicating modification history and endorsement (Attachment D).

The Chair recommends that the Teaching and Learning Committee approve the revised Non-Faculty Awards scheme as attached to the agenda (Attachment D).

5. NEXT MEETING
The next meeting of the Teaching and Learning Committee will be held on Thursday, 4th September 2014 at 2.00pm in the Senate Room. The cut-off date for submission of items for the Committee’s agenda is Thursday 21st August 2014. Please refer issues for discussion to the Executive Officer, Ms Sue Smurthwaite (sue.smurthwaite@uwa.edu.au).
To Higher Education Standards Executive

Please find attached the submission from The University of Western Australia on the proposed revisions to the Higher Education Standards Framework.

Thank you.

Kind regards

Susan Harbers | Executive Assistant to Professor Alec Cameron - Deputy Vice-Chancellor (Education)  
Vice-Chancellor's Office | M466 | The University of Western Australia | 35 Stirling Highway | Crawley | WA 6009
Tel +61 8 6488 4689 | Fax +61 8 6488 1013 | E-mail susan.harbers@uwa.edu.au
UWA SUBMISSION HIGHER EDUCATION STANDARDS FRAMEWORK

Part A – Standards for Higher Education

1. Student Participation and Attainment
   1.1 Admission
   1.2 Credit and Recognition of Prior Learning
   1.3 Orientation and Transition
   1.4 Progression
   1.5 Learning Outcomes and Assessment
   1.6 Qualifications and Certification

FQ1. Do you Broadly support the proposed Framework? If not, why?
Yes

FQ2. Do you wish to make any suggestions in relation to the specific content of the Framework?
No

FQ3. Do you wish to make any overall or general comments about the Framework?
The proposed standards, in large measure, reformulate existing requirements, without extending them, and are consistent with requirements under the ESOS National Code 2007. In this way, provisions which previously applied only to International students will now apply equally to domestic students. The broader coverage does not appear to require the University to institute new provisions.

Part A – Standards for Higher Education

2. Learning Environment
   2.1 Facilities
   2.2 Diversity and Equity
   2.3 Wellbeing and Safety
   2.4 Student Grievances and Complaints

FQ1. Do you Broadly support the proposed Framework? If not, why?
Yes

FQ2. Do you wish to make any suggestions in relation to the specific content of the Framework?
No

FQ3. Do you wish to make any overall or general comments about the Framework?
The proposed standards, in large measure, reformulate existing requirements, without extending them, and are consistent with requirements under the ESOS National Code 2007. In this way, provisions which previously applied only to International students will now apply equally to domestic students. The broader coverage does not appear to require the University to institute new provisions.
Part A – Standards for Higher Education

3. Teaching
   3.1 Course Design
   3.2 Course Delivery
   3.3 Learning Resources and Educational Support

FQ1. Do you Broadly support the proposed Framework? If not, why?
Yes. The University of Western Australia broadly supports the standard statements within the domain of Teaching including Course Design, Course Delivery and Learning Resources and Educational Support. The statements on the whole are clear, relevant to the business of the higher education sector and readily demonstrated.

FQ2. Do you wish to make any suggestions in relation to the specific content of the Framework?
• A number of questions were raised about how the standards might be measured. For example, what evidence would be sufficient to determine whether the following standards are met by a particular institution?

   3.2.1 Staffing reflects the expected learning outcomes for the course of study and the educational needs of student cohorts undertaking the course of study.
   3.2.3 Teaching staff are accessible for students seeking individual assistance with their studies...

• With regard to Statement 3.2.5:

   3.2.5 When a course of study is delivered through arrangements with another party ( ), whether in Australia or overseas, the registered higher education provider is fully accountable for the course of study and verifies continuing compliance of the course of study with the Higher Education Standards Framework.

   For HDR, does this statement apply to both entire courses and jointly badged courses? What does ‘fully accountable’ actually mean and what evidence would be sufficient to demonstrate continuing compliance?

• Questions were raised about definitions used in the document, for example: timely feedback continuing scholarship

FQ3. Do you wish to make any overall or general comments about the Framework?
UWA supports the use of Standard Statements that replace the Threshold Standards and understand that these represent the minimal acceptable institutional conditions. The Framework will be useful for internal monitoring, quality assurance, quality improvement and the gathering of evidence. The framework is set around the core characteristics of the provision of higher education and, therefore, is likely to facilitate the alignment of our practises with the standards.
Part A – Standards for Higher Education

4. Research and Research Training
   4.1 Research
   4.2 Research Training
   4.3

FQ1. Do you Broadly support the proposed Framework? If not, why?
YES

FQ2. Do you wish to make any suggestions in relation to the specific content of the Framework?

**Standard 1.5.6** is unnecessarily specific about the examination of doctoral versus masters degrees:

1.5.6. Assessment of major assessable research outputs for higher degrees by research incorporates external assessment by:
   a. for doctoral degrees, at least two independent experts with international standing in the field of research who are external to the higher education provider, are competent to undertake the assessment and do not have a conflict of interest, and
   b. for masters degrees, at least two independent experts who are competent to undertake the assessment and do not have a conflict of interest, at least one of whom is external to the higher education provider and has international standing in the field of research.

The Standard limits opportunities for change and makes no allowance for the possibility of a formal oral examination for a doctoral degree in which the examining panel includes members of the home institution; a standard feature of oral examinations of doctoral degrees around the world. It also makes no allowance for joint doctoral programs incorporating such examinations. Given that an appropriate level of detail is included in the cited reference point (the DDoGS Good Practice Principles) the standard might simplified to:

1.5.6. Assessment of major assessable research outputs for higher degrees by research incorporates external assessment and is free of conflicts of interest.

**Standard 3.2.5** Clarification is needed on how the standard should be interpreted with respect to internationally co-taught doctoral degrees (e.g. co-tutelle).

3.2.5. When a course of study is delivered through arrangements with another party\(^{18}\), whether in Australia or overseas, the registered higher education provider is fully accountable for the course of study and verifies continuing compliance of the course of study with the Higher Education Standards Framework.

\(^{18}\) Standard 3.2.5 includes arrangements with other parties for research training.

Is this Standard intended to apply to courses of study offered entirely by a third party or is the scope intended to include jointly taught courses? If the latter, then what is the expected scope of the compliance. For example, the HEP cannot expect to be responsible for the training, accreditation and performance management of supervisors at the cooperating university. Joint research degree programs are typically governed by specific course requirements, written under the rubric of a formal MoU between the institutions concerned and approved by internal formal mechanisms (in our case the BGRS and AC). Student progress and examination is monitored by the usual processes applying to all HDR students. Is this sufficient to meet the Standard?
Standard 4.2.5 Clarification is needed about the level of governance and quality assurance required for coursework provided as an adjunct to the research training program.

4.2.5. Coursework that is formally included in a course of study that involves research training, whether as a component of or an adjunct to the research training, meets the academic governance and quality assurance requirements required of other coursework offered by the higher education provider.

Much hinges here on the understanding of ‘formal inclusion’. Notwithstanding that a research degree may include formal coursework, there are often formal requirements placed on students to include training elements in their curriculum that are not (and in some cases cannot) be governed by the institution. Some clarification is required here on what flexibility there is in proposing students access coursework provided by third parties (e.g. MOOCS) when this coursework is considered ‘adjunct’ to research training. The same issue may not arise in coursework degrees where credit and formal progression rules need only recognise units of study that do meet the HEP’s governance and quality assurance requirements.

If it is not the intention that the HEP be responsible for formally accrediting adjunct elements of research training offered by a third party, the Standard could be modified to:

4.2.5. Coursework that is formally included as a component of a course of study that involves research training meets the academic governance and quality assurance requirements required of other coursework offered by the higher education provider.

NOTE:
Standard 4.1 references the Australian code for the care and use of animals for scientific purposes. Its attribution to the Australian Government is valid with regard to copyright, but not with regard to authorship, which is more accurately described as: NHMRC, ARC and Universities Australia (as shown at the foot of the copyright page of that publication).

FQ3. Do you wish to make any overall or general comments about the Framework?
No
### Part A – Standards for Higher Education

5. **Quality Assurance**
   - 5.1 Course Approval and Accreditation
   - 5.2 Academic Integrity
   - 5.3 Monitoring, Review and Improvement

**FQ1. Do you Broadly support the proposed Framework? If not, why?**

Yes, the University of Western Australia broadly supports domain 5. Quality Assurance. In addition to the quality assurance process undertaken within the University, many UWA degrees also undergo a rigorous professional accreditation process. There is considerable overlap between the requirements of the University, the professional accreditation body and the current draft of the HESF.

**FQ2. Do you wish to make any suggestions in relation to the specific content of the Framework?**

No.

**FQ3. Do you wish to make any overall or general comments about the Framework?**

UWA supports the use of Standards Statements that replace the Threshold Standards and understand that these represent the minimal acceptable institutional conditions. The Framework will be useful for internal monitoring, quality assurance, quality improvement and the gathering of evidence. The framework is set around the core characteristics of the provision of higher education and, therefore, is likely to facilitate the alignment of our practices with the standards.

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### Part A – Standards for Higher Education

6. **Governance**
   - 6.1 Corporate Governance
   - 6.2 Academic Governance

**FQ1. Do you Broadly support the proposed Framework? If not, why?**

Yes

**FQ2. Do you wish to make any suggestions in relation to the specific content of the Framework?**

No

**FQ3. Do you wish to make any overall or general comments about the Framework?**

Some clauses in the Governance section of the Framework tread a fine line between governance and management, particularly clauses 6.2.2 a) and b) relating to compliance and implementation.
## Part A – Standards for Higher Education

### 7. Representation, Information and Information Management

#### 7.1 Representation

#### 7.2 Information for Students

#### 7.3 Information Management

**Feedback – 7.1 Representation:**

**FQ1. Do you Broadly support the proposed Framework? If not, why?**

**YES**

**FQ2. Do you wish to make any suggestions in relation to the specific content of the framework?**

**NO**

**FQ3. Do you wish to make any overall or general comments about the Framework?**

**NO**

**Feedback – 7.2 Information for Students**

**FQ1. Do you Broadly support the proposed Framework? If not, why?**

**YES**

**FQ2. Do you wish to make any suggestions in relation to the specific content of the Framework?**

**NO**

**FQ3. Do you wish to make any overall or general comments about the Framework?**

The Framework will complement our current operations and UWA’s compliance with the National Code, ESOS Act and associated Regulations result in our operations being consistent with this new Framework

**Feedback – 7.3 Information Management**

**FQ1. Do you Broadly support the proposed Framework? If not, why?**

**YES**

**FQ2. Do you wish to make any suggestions in relation to the specific content of the Framework?**

**NO**

**FQ3. Do you wish to make any overall or general comments about the Framework?**

**NO**
### Part B – Criteria for Higher Education Providers

| B1 | Criteria for Eligibility to Make an Initial Application for Registration as a Higher Education Provider in Australia |
| B2 | Criteria for Granting Authority for ‘Self-accreditation’ of Courses of Study |
| B3 | Criteria for Higher Education Provider Categories: Note – still in progress and feedback not sought at this time |

**FQ1.** Do you Broadly support the proposed Framework? If not, why?

Yes

**FQ2.** Do you wish to make any suggestions in relation to the specific content of the Framework?

No

**FQ3.** Do you wish to make any overall or general comments about the Framework?

Some standards do not have associated metrics and will present challenges for measurement, audit and application.

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### Part C – Application of the Higher Education Standard Framework for Regulatory Purposes

| C1 | Determining Eligibility to Apply for Initial Registration as a Higher Education Provider |
| C2 | Initial Registration of a Higher Education Provider and Accreditation of an Initial Course of Study |
| C3 | Accreditation of a Course of Study for Registered Higher Education Provider |
| C4 | Granting Authority for Self-accreditation of a Course(s) of Study |
| C5 | Re-registration of a Higher Education Provider or Re-accreditation of a Course(s) of Study |

**FQ1.** Do you Broadly support the proposed Framework? If not, why?

Yes

**FQ2.** Do you wish to make any suggestions in relation to the specific content of the Framework?

No

**FQ3.** Do you wish to make any overall or general comments about the Framework?

Some standards are not readily measurable and will therefore be difficult to apply for audit and registration/regulatory purposes. Examples are 3.2.1 and 3.2.2c in the Teaching standards.


Position of the Committee within the University of Western Australia
1. The Teaching and Learning Committee is a standing committee of the Academic Council.

Role
2. The role of the Teaching and Learning Committee is to:
   (a) advise and make recommendations to the Academic Council and/or other University bodies or officers, as appropriate, on—
      (i) matters relating to teaching and learning in the University including all aspects of the student learning experience, and the University’s education strategy;
      (ii) the quality of teaching and learning in the institution;
      (iii) means of assessing and improving the quality of teaching and learning;
      (iv) means of encouraging and rewarding high quality teaching and learning;
      (v) the use of technology in teaching and learning;
      (vi) research studies on teaching and learning; and
      (vii) matters arising through liaison with relevant external bodies; and
   (b) allocate its annual budget to support and promote high quality teaching and learning.

Membership
3 (1) The committee comprises:
   (a) the Deputy Vice-Chancellor (Education) as Chair;
   (b) the Chair of the Academic Board who may nominate a member of the Board to act in their stead;
   (c) the Dean of Coursework Studies;
   (d) the Pro Vice-Chancellor (Education Innovation);
   (e) the Pro Vice-Chancellor (International);
   (f) Director, Centre for the Advancement of Teaching and Learning;
   (g) the University Librarian, or nominee
   (h) Director (Information Management), the Chief Information Officer, or nominee;
   (i) the President of the Guild of Undergraduates;
   (j) the President of the Postgraduate Students’ Association, or nominee;
   (k) the chair of each faculty teaching and learning/education committee or nominee of the dean of the faculty;
   (l) the Dean of the School of Indigenous Studies, or nominee; and
   (m) up to two co-opted members, if required for balance or specific expertise.

(2) The Chair may appoint a Deputy Chair from among the members to perform essential duties in the Chair’s absence.

(3) Co-opted members are appointed for one year and may be reappointed.
Standing invitees
4. Standing invitees are invited to attend the meetings of the Teaching and Learning Committee from the following:
(a) the Graduate Research and Scholarships Office;
(b) the Institutional Research Unit;
(c) Student Services;
(d) Information Services;
(e) Regional Programs;
(f) the International Centre; and
(g) the colleges [(Includes the University's Hall of Residence, University Hall (formerly Currie Hall)]

Skills and/or qualifications of members and standing invitees
5. It is desirable that members and standing invitees have a leadership role within the teaching and learning/education portfolio in their respective functional area, or other leadership role related to the student learning experience, and this important role is to be taken into account when nominees are appointed.

Quorum
6. The quorum for the Teaching and Learning Committee is half the current membership plus one.

Decisions
7.(1) Each member has a vote.
(2) The Chair has an ordinary vote and a casting vote.
(3) Standing invitees do not have a vote.

Frequency of meetings
8. The Committee meets up to eight times per annum.

Delegation
9.(1) Where Teaching and Learning Committee schemes are formulated for the purposes of 2(b) with clear guidelines, the administering bodies established to oversee the day-to-day operation of the schemes are delegated with the Committee’s authority to make and action decisions that are within the parameters of the guidelines.
(2) Any changes to existing guidelines or policies for Teaching and Learning Committee schemes must be forwarded by the administering body to the Teaching and Learning Committee for its approval.

Decision-making and communication maps
A decision-making map illustrating where the committee's business comes from and where its recommendations or decisions go:
Local decision-making map

A communications map illustrating where information comes to the committee from and which committees or groups need to be informed of the committee's decisions:
Local communications map

30 July 2014
Contributions to Student Learning Awards
(endorsed by the Teaching and Learning Committee R34/09)

Nomination Process

Background
Contributions to Student Learning Awards have been established to complement Faculty Teaching Awards. In 2007, teaching awards previously administered by the Guild of Undergraduates were devolved to the Faculties. Over the last couple of years it has become apparent that there is no equivalent award process for staff located outside of faculties who contribute to student learning and/or enhancing the student learning experience. Non-faculty awards are available for staff located outside the Faculties and the SIS, who contribute to student learning and/or enhance the student experience. These awards complement Faculty and SIS Teaching awards and ensure there is an equivalent award process for non-faculty staff. In 2010 Contributions to Student Learning Awards were introduced and in 2014 Central Program Awards were established.

As part of the Teaching and Learning Committee’s commitment to reward and acknowledge excellence in teaching and teaching support, Contributions to Student Learning Awards have been established with effect from 2010.

Eligibility
To be eligible for Contributions to Student Learning Award or a Central Program Awards you should be a staff member (professional or academic) from a central organizational unit non-faculty area, or the Student Guild, who makes a significant contribution to student learning or enhancing the student learning experience.

Nominations may include individuals or teams from the following organisational units:

- Vice-Chancellor
- Registrar’s Office
- Office of Finance and Resources
- University Library and Information Technology Services
- UWA Colleges
- Student Guild (including Postgraduate Student Association)
- Sport and Recreation Association

Who Can be Nominated?
- Professional and academic staff, full-time, part-time or adjunct, employed by the Student Guild or the University in non-faculty organisational units are eligible for nomination.
- The nominee(s) must be able to make a case for contribution to student learning and/or excellence in teaching programs that enhance learning.
- The completed application must be supported and signed by the Head of Section or delegate.
- Team nominations (of any size) may also be invited from the following combinations:
  - Across central administrative divisions, eg Student Services and the University Library, or Student Guild and Registrar’s Office
  - Within central administrative divisions, eg Graduate Research School and International Centre
  - Teams within divisions, eg Learning, Language and Research Skills team
  - Non-Faculty staff and Faculty staff, eg: Student Services and Faculty of Engineering, Computing and Mathematics.

For any of the above combinations, a team name is recommended. The nomination form must be signed by the relevant Heads of Sections and Faculty Dean, where appropriate.
Teams within or across divisions (including combinations of non-faculty and faculty staff) can also nominate, with team names recommended and nomination forms signed by relevant Heads of Sections and Faculty Deans as appropriate.

Who Can Nominate?
The following categories may nominate a professional or academic staff member or team for a Contributions to Student Learning Awards or Central Program Award:

- Student nomination
- Self-nomination (self nominations must be endorsed by the supervisor or Head of Section)
- Peer-nomination
Promotion and Dissemination

Heads of central organisational units non-faculty areas will be responsible for establishing appropriate processes within their areas for the promotion, selection and submission of nominees.

Education Policy Services will prompt the heads of central organisational units listed above encouraging promotion and dissemination of the Contributions to Student Learning Awards in October of the previous year, distribute a reminder in February of the year of selection and request that applications be annually submitted to Education Policy Services, in ranked order, by end of March.

Selection Criteria

Selection criteria will be aligned to the Australian Learning and Teaching Council (ALTC) criteria for the national Citations for Outstanding Contributions to Student Learning awards, namely:

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

Nominees are encouraged to address only one, but not more than two, of the above selection criteria. Submissions should be no more than four pages in length and include evidence to support the written statement.

Selection Committee

A small selection committee will be established drawing from members of the UWA ALTC Selection Committee and non-faculty areas including student representation.

Judging Process

All nominations will be judged on the quality of the nomination against the selected criterion and the extent to which they show evidence (in the written statement) that their contribution has:

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

Awards

Up to three Contributions to Student Learning Awards and three Central Program Awards will be awarded each year. Award winners nominees will be acknowledged at the University’s annual Teaching Month Week Awards Ceremony (MayJune).

A certificate and monetary prize of $12,000 will be awarded to each winner funded from the University’s Teaching and Learning Committee. The Committee’s support will be reviewed annually as part of the budget process.

Winners of Contributions to Student Learning Awards will be referred to the UWA ALTC SelectionAwards Standing Committee for consideration of nomination to the Australian Learning and Teaching Council for national awards and, if selected, further consideration for the UWA Excellence in Teaching Awards and national (Office for Learning and Teaching) awards, which from time to time include a category for teaching support and contributions to student learning.

Award Categories

A. Contributions to Student Learning Awards
Selection criteria will be aligned to the Office for Learning and Teaching (OLT) criteria for the national Citations for Outstanding Contributions to Student Learning awards, namely:

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

Nominees should address only one of the above selection criteria. Submissions should also address the UWA Education Futures Vision where relevant. Submissions should be no more than four pages in length and include evidence to support the written statement within the 4 pages.

Judging Process
All nominations will be judged on the quality of the nomination against the selected criterion and the extent to which they show evidence (in the written statement) that their contribution has:

- influenced student learning, student engagement or the overall student experience;
- gained recognition from fellow staff, the institution, and/or the broader community; and
- been sustained for a period of no less than three years.

B. Central Program Awards
Categories will be aligned to the Office for Learning and Teaching (OLT) categories (subject to change) for the national Awards for Programs that Enhance Learning, namely:

1. Widening participation
2. Educational partnerships and collaborations with other organisations
3. The first-year experience
4. Flexible teaching and learning
5. Innovation in curricula, learning and teaching
6. Postgraduate education
7. Services supporting student learning
8. Global citizenship and internationalisation (priority area subject to change).

Nominees should address only one of the above categories. Programs that also address one or more of the UWA Education Futures Vision are encouraged. Submissions should be no more than ten pages in length (with an additional page for teams explaining roles and percentage contribution of team members) and include evidence to support the written statement.

Judging Process
All nominations will be judged on the quality of the nomination against the selected criterion stated below and the extent to which they show evidence (in the written statement) that the program has:

Criteria (each one must be addressed)
- distinctiveness, coherence and clarity of purpose;
- influence on student learning and engagement;
- breadth of impact; and
- concern for equity and diversity.

The Committee will take into account:
- evidence of the effectiveness of the program in formal and informal evaluation
- the degree of creativity, imagination or innovation
- evidence of sustained effectiveness of the program for no less than three years.

August 2009
TRIM FILE REFERENCE:
FILE PATH ON SERVER: P/TEACHING AND LEARNING/EDUCATIONAL STRATEGIES OFFICE/AWARDS/AWARDS STANDING COMMITTEE/NON-FACULTY AWARDS

DOCUMENT STATUS

- Draft
- Ready for Review
- Final

DOCUMENT MODIFICATION HISTORY

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<th>Description of Version</th>
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<td>Draft</td>
<td>28/4/14</td>
<td>Andrea Fraser, Sally Sandover</td>
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<td>Draft, incorporating feedback from Sally Sandover and Andrea Fraser</td>
<td>14/5/14</td>
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<td>Draft</td>
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<td>Siri Barrett-Lennard, Team Leader, Student Services</td>
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<td>20/5/14</td>
<td>Members of Awards Standing Committee</td>
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<td>Andrea Fraser, Project Officer, Educational Strategies Office</td>
<td>Draft, incorporating feedback from members of Awards Standing Committee</td>
<td>4/6/14</td>
<td>Siri Barrett-Lennard</td>
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<td>Siri Barrett-Lennard, Team Leader, Student Services</td>
<td>Final, incorporating feedback from members of Awards Standing Committee, Sally Sandover and Andrea Fraser</td>
<td>8/7/14</td>
<td>Phil Hancock</td>
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DOCUMENT APPROVAL

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<th>Approved By (name/position of approver)</th>
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<td>Phil Hancock, Chair of Awards Standing Committee</td>
<td>Phil Hancock</td>
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NON-FACULTY AWARDS
(to be considered by the Teaching and Learning Committee 7 August 2014)

Background
Non-faculty awards are available for staff located outside the Faculties and the SIS, who contribute to student learning and/or enhance the student experience. These awards complement Faculty and SIS Teaching awards and ensure there is an equivalent award process for non-faculty staff. In 2010 Contributions to Student Learning Awards were introduced and in 2014 Central Program Awards were established.

Eligibility
To be eligible for a Contribution to Student Learning Award or a Central Program Award you should be a staff member (professional or academic) from a non-faculty area, or the Student Guild, who makes a significant contribution to student learning or enhancing the student learning experience.

Who Can be Nominated?
- Professional and academic staff, full-time, part-time or adjunct, employed by the Student Guild or the University in non-faculty organisational units are eligible for nomination.
- The nominee(s) must be able to make a case for contribution to student learning and/or programs that enhance learning.
- The completed application must be supported and signed by the Head of Section or delegate.
- Teams within or across divisions (including combinations of non-faculty and faculty staff) can also nominate, with team names recommended and nomination forms signed by relevant Heads of Sections and Faculty Deans as appropriate.

Who Can Nominate?
The following categories may nominate a professional or academic staff member or team for a Contribution to Student Learning Awards or Central Program Award:
- Student nomination
- Self-nomination (self nominations must be endorsed by the supervisor or Head of Section)
- Peer-nomination

Promotion and Dissemination
Heads of non-faculty areas will be responsible for establishing appropriate processes within their areas for the promotion, selection and submission of nominees.

Selection
- A small selection committee will be established drawing from members of non-faculty areas including student representation.

Awards
Up to three Contributions to Student Learning Awards and three Central Program Awards will be awarded each year. Award nominees will be acknowledged at the University’s annual Teaching Week Awards Ceremony (June).

A certificate and monetary prize of $1,000 will be awarded to each winner funded from the University’s Teaching and Learning Committee. The Committee’s support will be reviewed annually as part of the budget process.

Winners of Contributions to Student Learning Awards and Central Program Awards will be referred to the UWA Awards Standing Committee for consideration of nomination for UWA awards and national (Office for Learning and Teaching) awards.

Prepared by the Awards Standing Committee June 2014
Award Categories

A. Contributions to Student Learning Awards
Selection criteria will be aligned to the Office for Learning and Teaching (OLT) criteria for the national Citations for Outstanding Contributions to Student Learning awards, namely:

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

Nominees should address only one of the above selection criteria. Submissions should also address the UWA Education Futures Vision where relevant. Submissions should be no more than four pages in length and include evidence to support the written statement within the 4 pages.

Judging Process
All nominations will be judged on the quality of the nomination against the selected criterion and the extent to which they show evidence (in the written statement) that their contribution has:

- influenced student learning, student engagement or the overall student experience;
- gained recognition from fellow staff, the institution, and/or the broader community; and
- been sustained for a period of no less than three years.

B. Central Program Awards
Categories will be aligned to the Office for Learning and Teaching (OLT) categories (subject to change) for the national Awards for Programs that Enhance Learning, namely:

1. Widening participation
2. Educational partnerships and collaborations with other organisations
3. The first-year experience
4. Flexible teaching and learning
5. Innovation in curricula, learning and teaching
6. Postgraduate education
7. Services supporting student learning
8. Global citizenship and internationalisation (priority area subject to change).

Nominees should address only one of the above categories. Programs that also address one or more of the UWA Education Futures Vision are encouraged. Submissions should be no more than ten pages in length (with an additional page for teams explaining roles and percentage contribution of team members) and include evidence to support the written statement.

Judging Process
All nominations will be judged on the quality of the nomination against the selected criterion stated below and the extent to which they show evidence (in the written statement) that the program has:

Criteria (each one must be addressed)
- distinctiveness, coherence and clarity of purpose;
- influence on student learning and engagement;
- breadth of impact; and
- concern for equity and diversity.

The Committee will take into account:
- evidence of the effectiveness of the program in formal and informal evaluation
- the degree of creativity, imagination or innovation
- evidence of sustained effectiveness of the program for no less than three years.

Prepared by the Awards Standing Committee June 2014