

## FACULTY OF HEALTH SCIENCES Awards for Programs That Enhance Learning



**Please note that in the 2019 Round (next year) the lead nominee must include a Certificate of Completion of Peer Review of Educational Practice in the application, either:**

- Formative or Summative Peer Review of their education Practice (PREP) or
- Peer Review of Teaching (PRT) (the previous peer review process at Curtin).

For current PREP Guidelines please refer to:

[http://www2.curtin.edu.au/cli/peer\\_review\\_educational\\_practice/index.cfm](http://www2.curtin.edu.au/cli/peer_review_educational_practice/index.cfm)

Awards for Programs that Enhance Learning recognise learning and teaching support programs and services that make an innovative and outstanding contribution to student learning outcomes and the student experience in the Faculty of Health Sciences. 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 Schools, Faculties, units and higher education institutions. Please note, programs need to demonstrate sustained excellence with a breadth and depth of impact (e.g. generally a single unit would not be appropriate for this award).

### Categories

There are six Program Award categories:

- 1. 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.
- 2. 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.
- 3. 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.
- 4. 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. 2018 EITA Program Awards Nomination Information 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.

5. **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). If you are unsure of the most appropriate category in which to nominate, please contact Dr Helen Flavell, Coordinator of SoLT.

### 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, 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. Recipients of a Teaching or Program Award 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. Teams may be of any size. If a team is larger than five members, a team name should be given. Team nominations can only include members with a contribution of 10% or higher.
7. In some circumstances a team member(s) for a program award may not be employed by the Faculty. This is acceptable providing the program is a program or service that enhances student learning and the project leader and majority of team members are employed by the Faculty of Health Sciences. The funding for program award recipients is provided to the Faculty team member, and all team members should be aware of this upon nominating.

### Assessment Criteria

All nominations will be assessed on the evidence provided in response to the following four criteria which will be given equal consideration by the selection panel:

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 against the four criteria, the assessment panel will take into account:

1. Evidence of the effectiveness of the program in formal and informal evaluation;
2. The degree of creativity, imagination or innovation;
3. Evidence of sustained effectiveness of the program for no less than 3 years, not including time taken for development or trial of an activity.

### Application Process

Each nominee must submit the following documents, in one set, in the following order:

1. Nomination form (provided)
2. Written statement, including a synopsis and discussion addressing each of the selection criteria (limited to ten A4 pages)
3. Statement of team contribution (if applicable)
4. Two references (limited to one A4 page each).
5. Certificate of Peer Review of Educational Practice or Peer Review of Teaching, if completed.

### 1. Nomination form (following)

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. 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.
- **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.

*Please note:* should the nomination be successful, the synopsis will be used in communications regarding the recipient's success, for instance in the ceremony program, on the Faculty's website and in archival information.

### 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.

### Letters of reference

**Two** references, of no more than **one A4 page each**, are to be provided by referees able to comment on the program's contribution to student learning against the assessment criteria.

*References should:*

- Include one referee who is the head of the nominee's faculty, department, school or administrative unit or higher level.
- Apply to the program, not individual team members.
- References must be signed – electronic signatures are accepted.

### Formatting requirements

Please ensure that the document is formatted as per the below:

- A4 page size
- font must be 11 point Arial or 11 point Calibri (narrow fonts must not be used)

- margins must be at least 2 cm with clear definition between paragraphs, and no columns should be used
- include page numbers
- include section headings.

**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 5.00pm on **Friday, 26 October 2018**, please email the complete application in a single PDF (**one** electronic copy only, hard copy not required) to [cl.doherty@curtin.edu.au](mailto:cl.doherty@curtin.edu.au), (Cassandra Doherty, Learning and Teaching Executive Officer, Faculty of Health Sciences).

**FACULTY OF HEALTH SCIENCES  
Programs That Enhance Learning  
Nomination Form 2018**



**PROGRAM NAME** (not more than ten words)

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**SCHOOL / DEPARTMENT / FACULTY / UNIT**

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**PROGRAM START DATE**

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**CATEGORIES** (nominate one category only, see Guidelines for description)

Tick (✓) one box	
	1. Improvement of retention and employability outcomes
	2. Enhancement of learning and graduate outcomes
	3. Development of new and innovative courses/programs
	4. Innovation and flexibility via stackable offerings and micro-credentials
	5. Student experiences and services supporting learning, development and growth in higher education
	6. Students as partners

**CONTACT DETAILS** (one representative of the program)

Title			
First and last name			
Department / School / Faculty			
Campus			
Email address			
Telephone			
Position title			
Staff type (✓)	<input type="checkbox"/> Academic staff	<input type="checkbox"/> Professional staff	
Gender (✓)	<input type="checkbox"/> Female	<input type="checkbox"/> Male	<input type="checkbox"/> Another Gender

**TEAM NOMINATIONS**

(please list all members – if more than five, a separate list may be attached)

Title	First and last name	Gender (F/M/AG)*	Staff type (A/P)*

\* Use one of the following, as appropriate:      F = Female                      A = Academic  
    AG = Another Gender              P = Professional  
    M = Male

**TEAM NOMINATIONS (SIX OR MORE MEMBERS)**

Team name				
	Female	Male	Another Gender	Total
Academic Staff				
Professional Staff				

**NOMINEE’S DECLARATION**

I/We (print name of nominee or team representative) ..... accept nomination for an Award for Programs that Enhance Learning.	
Signature	Date

**Head of School / Department / Unit's Support for Nomination and Authorisation**

I support this nomination on the basis of the attached application. I confirm that the contact details provided are correct and that the nominee/s referred to on this form is/are currently a member/s of this School/Department/Unit's staff.

Title			
Name (print)			
Position Title			
School/Department/Unit			
Signature		Date	

Deadline for submission: **Friday, 26 October 2018**