

Application Guidelines

Faculty of Health and Behavioural Sciences

Awards for Programs that Enhance Learning (APEL) 2022

1. Purpose and Objectives

This Award recognises teaching and learning support projects, teams or services that make an outstanding contribution to the quality of student learning and the quality of the student experience of higher education.

This Award is considered a pathway to applying for a University Award for Programs that Enhance Learning and consideration will be given to this objective when assessing applications. In recognition of this objective the award eligibility, assessment, and application mirror that of the UQ awards unless noted.

2. Eligibility

2.1. General eligibility

- Application is open to all projects, teams and services that enhance student learning in the Faculty of Health and Behavioural Sciences. It is intended that eligible programs are broader than one or two courses or a limited team or service that involves only a few students. For example, applications may involve a project, team or service provided at the faculty or school level, a program of study across a year or number of years, a service or project directed at particular groups of students
- Teams may consist of academic staff and/or professional staff. Students may be noted on the application (i.e., in Student-Staff Partnerships), but are not eligible to receive an award.
- Teams may be of any size. All teams must provide a team name
- All applications must relate to projects, teams or services that have been sustained for a period of at least two years (NB: UQ APEL require three years)
- Cross-faculty, cross-school/unit or cross-discipline applications will be considered
- An application which is considered to be more closely aligned with the criteria for a Citation (COCSL) or an Award for Teaching Excellence (ATE) may be referred to those Award Selection Committees for consideration in the same year
- A winner of a Faculty of Health and Behavioural Science Awards for Teaching Excellence (ATE) may only be the recipient of a Faculty of Health and Behavioural Science APEL in the same year, if they form part of a team application and are not the lead applicant
- Online applications must be submitted by completing a 2022 application template in the online application portal
- Previously unsuccessful applicants can re-apply.

2.2. Eligibility of previous recipients

- Projects, teams or services that are previous winners of a Faculty, UQ or National Award APEL scheme are not eligible to re-apply

- Recipients of an APEL in the Faculty, UQ or National Award schemes can only reapply if they form part of a team application and are not the lead applicant. The new application should be for a project, team or service that does not substantially replicate the original award.

2.3. Previously unsuccessful applications

- Previously unsuccessful applicants may provide a revised application using the current application portal, including current evidence to support their claims against the criteria. They should take into account any feedback they received on their previous application. The degree of success of previous applications is not taken into account. The frequency of distribution of Awards to particular schools will not be taken into account.

3. Procedures Statement

The Faculty of Health and Behavioural Sciences Awards for the Programs that Enhance Learning confirm the Faculty's commitment to recognise, encourage and reward sustained excellence in learning and teaching support projects, teams and services that make an outstanding contribution to the quality of student learning and the quality of the student experience of higher education.

The Award is open to projects, teams or services relating to teaching and learning which have been initiated by curriculum teams, groups or organisational units within support services, administrative units, centres, schools, programs of study or Faculty-wide initiatives.

4. Categories

A project/initiative application for an award should be an innovative development that has resulted in improvements to the quality of the student learning environment across a single discipline or organisational unit, across a consortium of organisational units within the Faculty, or in the community. The term 'innovation' should not be interpreted narrowly. 'Innovation' can include the development of new practices or products and/or modification or adoption of existing practices or products.

There are six 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, and 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

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.

Of the above six categories none are given higher priority over another. The eventual winner will be determined solely based on the quality of the application.

5. Assessment Criteria

Applications will be assessed on the **evidence provided** in relation to the following four criteria, which will be given equal consideration by the Selection Committee:

Criterion One: Distinctiveness, coherence, and clarity of purpose

Extent to which the project, team or service has clear objectives and systematic approaches to coordination, implementation and evaluation;

Criterion Two: Influence on student learning and the student experience

Extent to which the project, team or service targets identified needs and directly or indirectly enhances student learning, student engagement and/or the overall student experience of higher education;

Criterion Three: Breadth of impact

Extent to which the project, team or service has led to widespread benefits for students, staff, the University, and/or other institutions, consistent with the purpose of the project team or service; and

Criterion Four: Addressing equity and diversity

Extent to which the project, team or service promotes and supports equity and inclusiveness by improving access, participation, and outcomes for diverse student groups.

6. Applications

6.1. Assessing applications

In assessing applications against the four criteria, the Selection Committee will take into account:

- Evidence of the effectiveness of the project, team or service in formal and informal evaluation;
- The degree of creativity, imagination, or innovation; and

- Evidence of the sustained effectiveness of the project, team, or service for not less than two years.

6.2. Application details

Applicants are required to use the application portal to submit their online application.

- The written statement is limited to **1800 words** in total, including a 300-word max synopsis.

The submission should include the following:

- Written statement, including a synopsis and evidence addressing each of the four assessment criteria;
- Statement of contribution (for team applications)
- References: The names of two colleagues who will provide confidential referee statements;
- Supporting materials (optional)

6.3. Written statement

The core element of an application for an Award for Programs that Enhance Learning is a written statement which describes the project, team or service, and specifically addresses each of the four assessment criteria. Applicants are obliged to demonstrate not only the outcome of the nominated project/initiative but also to state the process by which this was achieved.

The written statement is limited to **1800 words** in total and should include all information that might be referred to in the application.

The written statement should be presented under the following headings, in order:

Synopsis

The synopsis must cover a description of the program and its teaching areas, the program's contribution to student learning and engagement, and the program's impact for students. The synopsis must be written in the third person. The word limit is strictly **300** words.

Evidence Addressing Assessment Criteria

The remainder of the written statement should be devoted to addressing the category in which the program or service is nominated 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 the submissions. The word limit is strictly **1500** words.

- i. Distinctiveness, coherence, and clarity of purpose
- ii. Influence on student learning and the student experience
- iii. Breadth of impact
- iv. Addressing equity and diversity.

6.4. Statement of Contribution

Team applications must include an additional page which explains the role and indicates the percentage contribution of team members.

6.5. References

Applicants are required to provide names and contact details of two individuals (one being the Head of School (or delegate), Division or Organisational unit) who agree to provide the Selection Committee with confidential statements on the applicant's contribution to student learning against the assessment criterion/criteria. If the application is from a team, the references should apply to the team. References must be no more than **one A4 page** each.

Applicants should upload their referees' statements (PDF format preferred, no more than one A4 page in length) to the application portal by the application closing date. To facilitate the writing of the reference please provide your referees with a draft copy of your application before the due date.

6.6. Supporting Materials (optional)

While assessment is based primarily on the written statement, applicants can choose to submit two of the following supporting materials:

- i. A three-minute video (which could include footage of the applicant/s talking about their project, team or service, their teaching philosophy or interviews with students);
- ii. Website (URL); or
- iii. Five pages of printed teaching material in PDF format.

The relevance of all material must be made clear in the written statement.

7. Selection Procedure

Membership of the Award Selection Committee comprises the following:

- Chair of the Teaching and Learning Committee, Faculty of Health and Behavioural Sciences or nominee
- Two members of Teaching and Learning Committee, Faculty of Health and Behavioural Sciences (nominated by the Associate Dean (Academic))
- ITaLI representative or Teaching and Learning Manager, Faculty of Health and Behavioural Sciences
- A past recipient of a Faculty teaching award.

8. Presentation of Awards

The presentation of the Awards to the winners will be made at the Faculty of Health and Behavioural Sciences Staff Awards ceremony on Thursday, 24 November 2022

9. Terms and Conditions

Awards for Programs that Enhance Learning are granted on the condition that all monies associated with the award are used to enhance the career of the recipients with emphasis on their teaching career. Award monies will be paid at the beginning of the calendar year immediately following receipt of the award and the money must be spent in the calendar year in which it is received.

Expenditure is subject to standard University policy and must be authorised by the Head of School or senior financial delegate.