



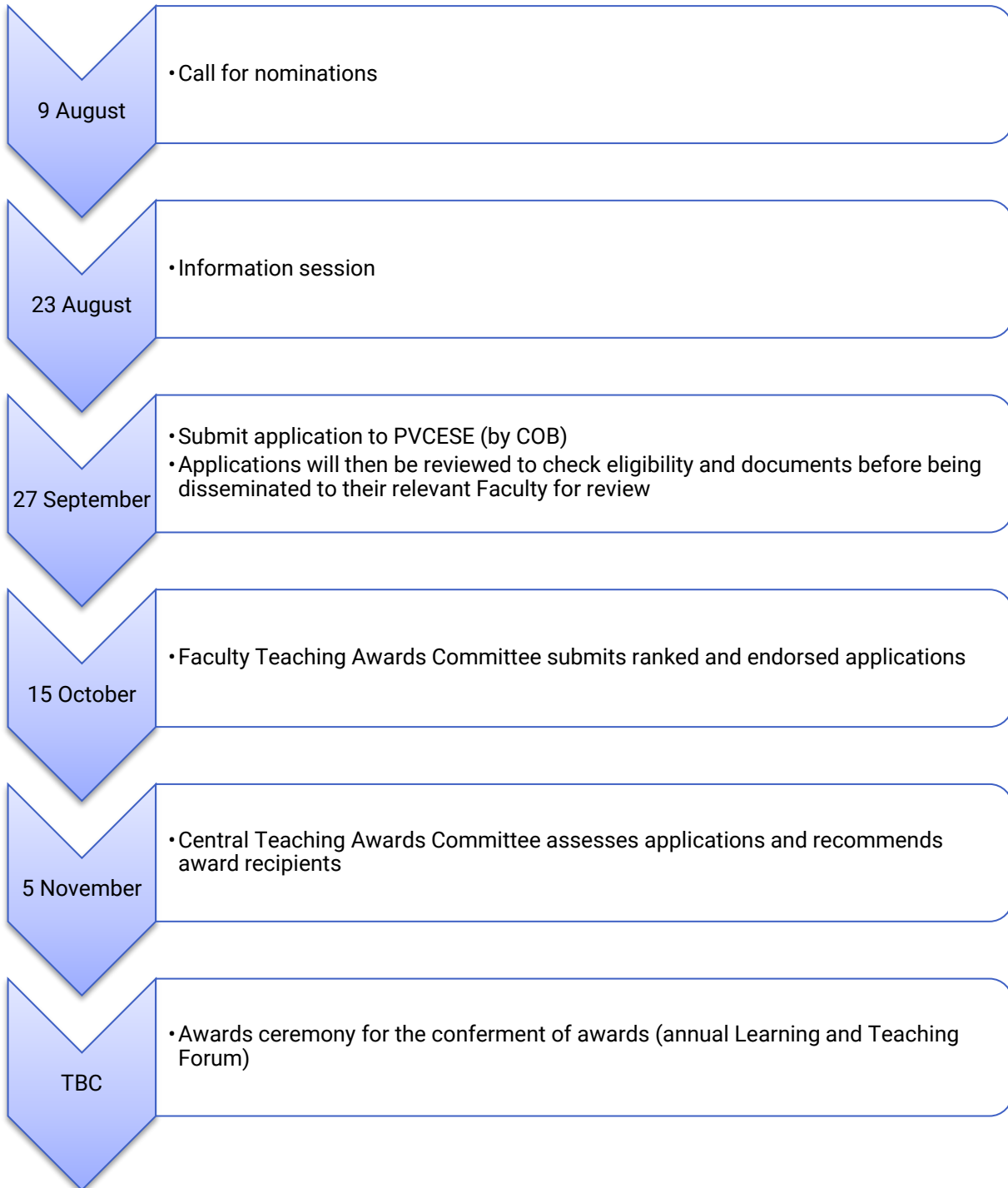
UNSW Awards for Teaching

2021 Guidelines

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Key dates



1. Overview of awards

UNSW Sydney recognises outstanding contributions to student learning through six highly prestigious awards:

1. Vice-Chancellor's Awards for Teaching Excellence
2. Vice-Chancellor's Award for Sustained Excellence in Teaching
3. Vice Chancellor's Awards for Outstanding Contributions to Student Learning
4. Vice-Chancellor's Award for Outstanding Contributions to Student Wellbeing
5. Vice-Chancellor's Awards for Programs that Enhance Learning
6. The Heinz Harant Award for Teaching Innovation

These awards:

- align with UNSW's priorities for strategic development of academic excellence.
- formally recognise educational excellence at UNSW.
- showcase examples of good practice for enhancing the student learning experience.

The UNSW Scientia Education Experience emphasises:

- Communities
- Feedback and Dialogue
- Inspiring Teaching
- Being Digital, which underpins all of the above.

In judging applications, the panels will be mindful of these four domains but will also consider any other actions that have been to the benefit of our students. The panels will also judge performance relative to opportunity.

Summary of awards

Award	Number of awards	Amount per award
1. Vice-Chancellor's Awards for Teaching Excellence	2 (1 for Early Career)	\$ 5,000
2. Vice-Chancellor's Award for Sustained Excellence in Teaching	1	\$ 5,000
3. Vice Chancellor's Awards for Outstanding Contributions to Student Learning	5 (1 for Early Career, 1 for postgraduate coursework teaching, 1 for sessional staff)	\$ 5,000
4. Vice-Chancellor's Award for Outstanding Contributions to Student Wellbeing	1	\$ 5,000
5. Vice-Chancellor's Awards for Programs that Enhance Learning	2 (1 for postgraduate coursework teaching)	\$ 2,000
6. The Heinz Harant Award for Teaching Innovation	1 (subject to recommendation by the Central Committee)	\$ 3,000

i. Vice-Chancellor's Awards for Teaching Excellence

The prestigious Vice-Chancellor's Awards for Teaching Excellence recognise individuals or teaching teams for their excellence, leadership, and sustained commitment to teaching and learning at UNSW. They reward the enrichment of student experiences and the improvement of learning outcomes through innovation and the delivery of quality teaching over a sustained period.

Award: \$ 5,000 (subject to tax) and engraved UNSW medallion.

Number of awards: Two, and one should recognise Early Career.

Award criteria

Applicants are required to address **all four criteria** below, which will be given equal consideration by the assessors.

1. Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn.
2. Development of curricula, resources or services that reflect a command of the field.
3. Evaluation practices that bring about improvements in teaching and learning.
4. Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience.

Eligibility

The Vice-Chancellor's Awards for Teaching Excellence are open to academic and conjoint staff of UNSW, including sessional staff, either full time or part time, with at least three years of service (two years for Early Career) at UNSW. Note that "Early Career" refers to teachers with less than five years cumulative experience teaching in higher education institutions.

These awards recognise individuals and teams.

Members of staff who have previously received a Vice Chancellor's Teaching Award (whether nominated individually or as part of a team) are not eligible for re-nomination for a Vice Chancellor's Teaching Award for two years from the closing date for applications.

How to apply

Applications should include:

- Nomination form (acts as coversheet).
- Written statement (no more than four A4 pages in total). The written statement should include a summary (no more than 25 words), contribution overview and context (no more than 250 words), and a statement of claims against the assessment criteria.
- Two letters of reference, including one from Head of School or equivalent (no more than one A4 page each).
- Abridged Curriculum Vitae (no more than two A4 pages).

- Supporting material (optional). This may include a summary of MyExperience data but full MyExperience reports should not be included. Other media such as video recordings that capture the contribution in no more than 3 minutes duration may also be submitted. These media may be used to publicise the achievements of both staff and students. Since these materials will need to be evaluated by committee members, they necessarily must be restricted to essential items only. References to supporting materials must be included in the written statement.

ii. Vice-Chancellor's Award for Sustained Excellence in Teaching

The Vice-Chancellor's Award for Sustained Excellence in Teaching recognises and honours individuals who demonstrate exceptional dedication to student learning and the student experience over five or more years. It rewards individuals who have had a sustained impact on student learning and who have contributed to the development of a collegial working environment that fosters excellence in teaching.

Award: \$5,000 (subject to tax) and engraved UNSW medallion.

Number of awards: One.

Award criteria

Applicants are required to address all **four criteria** below, which will be given equal consideration by the assessors.

1. Demonstrated sustained impact on student learning and the student experience, evidenced through peers, students, and external bodies.
2. Development of curricula, engaging resources and/or learning environments that reflect a command of the field.
3. Continued commitment to reflective improvement in teaching, evidenced by evaluation practices that enhance teaching and learning.
4. Cultivates a collegial and supportive working environment that fosters excellence in teaching.

Eligibility

The Vice-Chancellor's Award for Sustained Excellence in Teaching is open to individual academic and conjoint staff of UNSW, including sessional staff, either full time or part time, with at least five years of service at UNSW.

This award is not currently open to teams.

Members of staff who have previously received a Vice Chancellor's Teaching Award (whether nominated individually or as part of a team) are not eligible for re-nomination for a Vice Chancellor's Teaching Award for two years from the closing date for applications.

How to apply

Applications should include:

- Nomination form (acts as coversheet).
- Written statement (no more than four A4 pages in total). The written statement should include a summary (no more than 25 words), contribution overview and context (no more than 250 words), and a statement of claims against the assessment criteria.

- Two letters of reference, including one from Head of School or equivalent (no more than one A4 page each).
- Abridged Curriculum Vitae (no more than two A4 pages).
- Supporting material (optional). This may include summary of MyExperience data but full MyExperience reports should not be included. Other media such as video recordings that capture the contribution in no more than 3 minutes duration may also be submitted. These media may be used to publicise the achievement of both staff and students. Since these materials will need to be evaluated by committee members, they necessarily must be restricted to essential items only. References to supporting materials must be included in the written statement.

iii. Vice Chancellor's Awards for Outstanding Contributions to Student Learning

The Vice-Chancellor's Awards for Outstanding Contributions to Student Learning recognise and reward individuals and/or teams for their sustained, outstanding contribution to the quality of student learning in a specific area of responsibility.

Award: \$5,000 (subject to tax) and engraved UNSW medallion

Number of awards: Up to five, including one for Early Career, one for sessional staff, and one for postgraduate coursework teaching.

Award criteria

Applicants are required to address **one criterion** from below. Nominations will be assessed on evidence provided in relation to the selected criterion.

1. Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn.
2. Development of curricula, resources or services that reflect a command of the field.
3. Evaluation practices that bring about improvements in teaching and learning.
4. Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience.

Eligibility

The Vice-Chancellor's Awards for Outstanding Contributions to Student Learning are awarded to academic, professional and sessional staff, and institutional associates (including tutors, casual lecturers, demonstrators, clinical tutors and people external to the University from the professions or industry, whether paid or unpaid) who have made outstanding contributions, direct or indirect, to student learning in a specific area of responsibility over a period of at least two sessions. Note that 'Early Career' refers to teachers with less than five years cumulative experience teaching in higher education institutions. These awards recognise individuals and team.

Teams comprising two or more members with complementary skills, collaboratively supporting learning in a particular course, or set of courses, for at least two sessions are eligible to apply.

Members of staff who have previously received a Vice Chancellor's Teaching Award (whether nominated individually or as part of a team) are not eligible for re-nomination for a Vice Chancellor's Teaching Award for two years from the closing date for applications.

How to apply

Applications should include:

- Nomination form (acts as coversheet).
- Written statement (no more than four A4 pages in total). The written statement should include a summary (no more than 25 words), contribution overview and context (no more than 250 words), and a statement of claims against the assessment criteria.
- Two letters of reference, including one from Head of School or equivalent (no more than one A4 page each).

iv. Vice-Chancellor's Award for Outstanding Contributions to Student Wellbeing

The Vice-Chancellor's Award for Outstanding Contributions to Student Wellbeing recognises and rewards individuals and/or teams who demonstrate outstanding commitment to supporting students in reaching their full potential. In particular, it rewards contributions to students' wellbeing in relation to academic life.

Award: \$5,000 (subject to tax) and engraved UNSW medallion.

Number of awards: One.

Award criteria

Applicants are required to address **all four criteria** below, which will be given equal consideration by the assessors.

1. Development of resources, activities, and/or services that help students manage challenges related to academic life.
2. Sustained teacher presence (online or face-to-face) that provides learning support, offers multiple opportunities for teacher-student interaction and results in high levels of student satisfaction.
3. Commitment to creating an inclusive and respectful environment where students with diverse identities, circumstances and backgrounds feel safe and supported.
4. Teaching practices or activities that foster social connections and a sense of belonging amongst student cohorts.

Eligibility

The Vice-Chancellor's Award for Outstanding Contributions to Student Wellbeing is awarded to academic, professional and sessional staff who have made outstanding contributions to student wellbeing over a period of at least two sessions. Note that 'Early Career' refers to teachers with less than five years cumulative experience teaching in higher education institutions.

This award recognise individuals and teams.

Members of staff who have previously received a Vice Chancellor's Teaching Award (whether nominated individually or as part of a team) are not eligible for re-nomination for a Vice Chancellor's Teaching Award for two years from the closing date for applications.

How to apply

Applications should include:

- Nomination form (acts as coversheet).

- Written statement (no more than four A4 pages in total). The written statement should include a summary (no more than 25 words), contribution overview and context (no more than 250 words), and a statement of claims against the assessment criteria.
- Two letters of reference, including one from Head of School or equivalent (no more than one A4 page each).

v. Vice-Chancellor's Awards for Programs that Enhance Learning

The Vice-Chancellor's Awards for Programs that Enhance Learning recognise programs and services that make innovative and outstanding contributions to the quality of student learning and the student learning experience at UNSW. This year, the Program Awards are open *for team nominations only*.

Award: \$2,000 (subject to tax) and engraved UNSW medallion

Number of awards: Up to two, including one for postgraduate coursework teaching.

Categories

There are six categories of Vice Chancellor's Awards for Programs that Enhance Learning. Applicants for these awards must identify **one category** they are addressing. Nominations will be assessed on evidence provided in relation to the selected category.

1. **Widening participation**, encompassing programs that enhance access, widen participation, and support progression of students with high potential irrespective of their background.
2. **Educational partnerships and collaborations** with other organisations that leverage UNSW's strong national and international linkages with schools, other universities, professional bodies, businesses and industries to develop and deliver curricula and learning opportunities that are rigorous, engaging and ensure UNSW graduates are appropriately prepared for their careers or future studies.
3. **Innovation in curriculum design and pedagogy practice** encompassing innovations in curricula (program/course design) that encourage novel approaches to learning and teaching; support the development of graduates who exemplify UNSW's graduate capabilities; enable efficient and effective assessment and feedback to support learning; enable and support research-integrated learning and teaching approaches; and/or utilise the potential of new and/or emerging technologies.
4. **Postgraduate education** encompassing programs that focus on enhancing postgraduate curricula in coursework and/or research degrees; postgraduate research supervision; postgraduate learning support; and/or postgraduate student experience.
5. **Student experiences and learning support services**, 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.
6. **Global citizenship and internationalisation**, including programs focusing on the development of curricula, student exchange, student experience, international recruitment, and transition programs for international students.

Award criteria

Nominations for Vice Chancellor's Awards for Programs that Enhance Learning will be assessed on evidence provided in relation to **all four criteria** below.

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 and their learning beyond the original context in which the program was implemented.

4. **Addressing equity, diversity and inclusion:** Extent to which the program promotes and supports equity and inclusiveness by improving access, participation and outcomes for diverse student groups.

Eligibility

The Vice-Chancellor's Awards for Programs that Enhance Learning are awarded to groups (comprising two or more academic, conjoint, professional and technical staff members, either full time or part time), who have worked collaboratively on particular programs that have resulted in sustained, enhanced student learning experiences. In 2021, these are ***open to team nominations only***.

Members of staff who have previously received a Vice Chancellor's Teaching Award (whether nominated individually or as part of a team) are not eligible for re-nomination for a Vice Chancellor's Teaching Award for two years from the closing date for applications.

How to apply

Applications should include:

- Nomination form (acts as coversheet).
- Written statement (no more than four A4 pages in total). The written statement should include a summary (no more than 25 words), contribution overview and context (no more than 250 words), and a statement of claims against the assessment criteria.
- Two letters of reference, including one from Head of School or equivalent (no more than one A4 page each).

vi. The Heinz Harant Award for Teaching Innovation

This special award is made in memory of the late Heinz Harant, one of the University's earliest alumni and dedicated supporters, who after graduating with a degree in Electrical Engineering devoted many years of service to student life on campus and was instrumental in founding the University's Alumni Association. In recognition of Heinz Harant's personal commitment to innovation and change, the Award recognises individuals whose innovation has fundamentally challenged orthodoxy in teaching in their disciplinary context.

Award: Additional \$3,000 (subject to tax)

Number of awards: One award available if recommended by the Central Committee.

Nomination

Nomination forms are not required for this award. The award is awarded on the recommendation of the central committee.

2. Assessment criteria

The criteria used to determine these awards recognise the diverse contributions of a wide range of staff. They are aligned with the Awards for Australian University Teaching. The criteria also reflect current UNSW priorities for learning and teaching. Applications for the Vice-Chancellor's Award for Outstanding Contributions to Student Wellbeing will be assessed based on different assessment criteria, which put more emphasis on student wellbeing than student learning. For full assessment matrices, see Appendices 1 and 2.

Assessment criteria for Teaching Excellence, Sustained Excellence in Teaching, Outstanding Contributions to Student Learning and Programs that Enhance Learning

Nominees for the Vice-Chancellor's Awards for Teaching Excellence, Sustained Excellence in Teaching, Outstanding Contributions to Student Learning and Programs that Enhance Learning will be assessed on written evidence they provide in relation to Criteria A-C below. Applicants are required to make a case and provide evidence against the following criteria:

A. Impact on student learning, student engagement or the overall student experience for a period of no less than three years

- Connections between the initiative, program or practice and its substantial influence on students are made explicit.
- Claims are supported by substantial evidence from a range of sources and illustrate significant levels of impact on student experiences, learning and graduate outcomes, sustained over time. A substantial feature of the nomination is systematic evaluation as an integral part of the nominee's teaching practice.
- Evaluation outcomes are reflected on and changes implemented, which have also been evaluated for impact on student learning, engagement or experience.

B. Recognition gained from colleagues, the institution, and/or the broader community

- Substantial evidence from a range of stakeholders supports claims of widespread recognition throughout the institution (and possibly across the state or nationally).
- The initiative, program or practice has been adopted more broadly (school, faculty, institutionally or nationally).

C. Shown creativity, imagination or innovation

- Substantial evidence is provided with a compelling explanation of how the initiative, program or practice is novel (e.g. the result of trialling and implementing novel ideas; combining existing approaches in novel ways or to a novel context).
- An extensive range of evidence is provided to demonstrate the novel implementation is appropriate for the context and illustrate significant influence and impact on student learning, engagement or overall experience.
- Nomination may demonstrate an understanding and application of relevant scholarly literature of teaching and learning.

Assessment criteria for Outstanding Contributions to Student Wellbeing

Nominees for the Vice-Chancellor's Award for Outstanding Contributions to Student Wellbeing will be assessed on written evidence they provide in relation to Criteria A-C below. Applicants are required to make a case and provide evidence against the following criteria:

A. Impact on student wellbeing and the overall student experience

- Connections between the initiative or practice and its substantial influence on students are made explicit.
- Claims are supported by substantial evidence from an extensive range of sources and illustrate significant levels of impact on student wellbeing and student experiences.
- Substantial evidence is provided to demonstrate that the initiative or practice is sustainable.

B. Recognition from students, colleagues and peers

- Substantial evidence drawing on multiple perspectives (e.g., students, colleagues, people external to the university) to support claims.
- The initiative or practice has been recognised, adopted and/or adapted by others internally or externally.

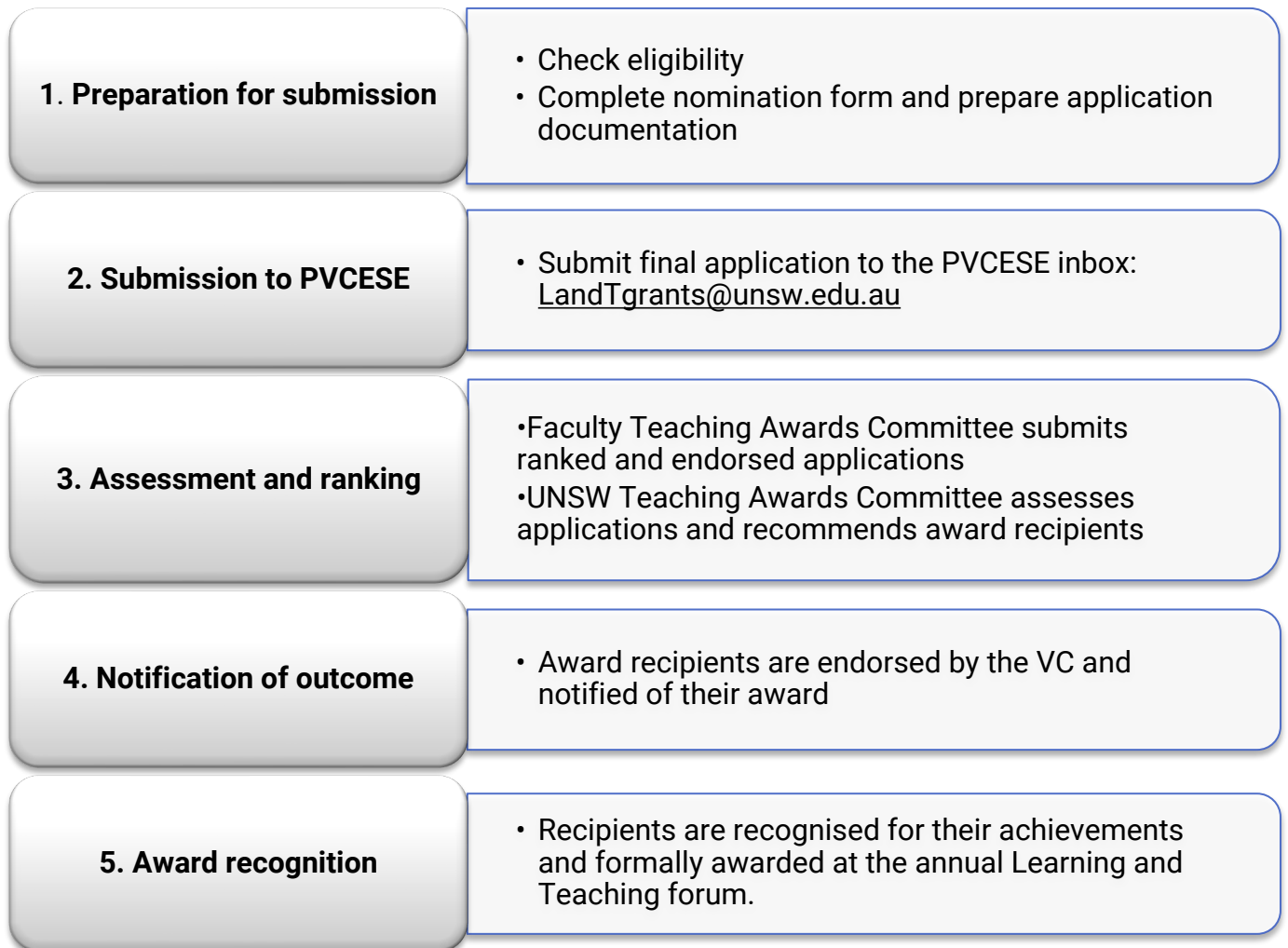
C. Caters for student diversity

- An extensive range of evidence is provided to demonstrate that the initiative or practice caters for students with different identities, circumstances or backgrounds.

3. Nomination and selection process

Nomination process

Nominations for a Vice-Chancellor’s Awards for Teaching can be made by self-nomination.



Selection process

Faculty Teaching Awards Committee assessment and ranking

The Faculty Teaching Awards Committee will consider nominations, and where it is agreed the nominee has met the criteria, they will be endorsed. The Faculty Teaching Awards Committee may also indicate whether it supports a nominee for consideration for the Heinz Harant Award. Where multiple nominations are endorsed for the same category, the Faculty Teaching Awards Committee will rank them. The applications and their ranking are then forwarded to the Central UNSW Teaching Awards Committee. Note that the Faculty Teaching Awards Committee can endorse a maximum of two nominations for each award.

The Faculty Teaching Awards Committee will comprise:

- Dean or Senior Associate Dean (Chair) or nominee
- Associate Dean (Education) or nominee
- Senior Faculty member
- Previous Award recipient (either from within the Faculty or another Faculty)
- Student representative – either undergraduate or postgraduate

Central UNSW Teaching Awards Committee assessment and decision

All nominations endorsed and ranked by Faculty committees must be forwarded, along with the Faculty Endorsement summary sheet, nomination form and all accompanying documentation and materials, to PVCESE via LandTgrants@unsw.edu.au. All nominations ranked by the Deans will be considered by the UNSW Teaching Awards Committee. This Committee will comprise:

- Deputy Vice-Chancellor (Academic)
- President, Academic Board or nominee
- Pro Vice-Chancellor (Education) or nominee
- Two previous winners of awards for UNSW Awards for Teaching
- At least one postgraduate member of the Academic Board or a Faculty Board
- At least one undergraduate member of the Academic Board or a Faculty Board
- Academic Development (PVCESE) representative

The recommendations of the UNSW Teaching Awards Committee will be considered by the Vice Chancellor who ultimately decides who receives the awards.

4. Written statement

The written statement is **limited to four A4 pages** and describes the nominee's teaching activities and achievements. It must comprise the following elements presented in order:

- Summary of up to 25 words that includes a description of the nominee's teaching area or discipline, teaching experience and teaching focus and methods. The summary must be written in the third person, avoid jargon, use plain English, and inform the broadest possible audience about the nominee's teaching. Should the nomination be successful, this summary will be used in communications regarding the recipient's success.
- Overview of the nominee's contribution and its context, up to 250 words.
- Statement of claims against the assessment criteria providing supporting evidence including impact on student learning and student experience. Award selection criteria must be used as subheadings and presented in order.

Please note that assessors may not be drawn from the nominees' disciplines and learning and teaching specialisations; therefore, it should not be presumed that they have detailed knowledge of the discipline.

Formatting requirements

- Page size: A4
- Font size: Arial or Calibri, 11 point (narrow fonts must not be used)
- Bold for subheadings and regular for body text
- **Award selection criteria should be used as subheadings (mandatory)**
- Header: Full name of nominee at the top right
- Footer: Title of the document on the bottom left; page numbers at the bottom right
- Margins: At least 2 cm with clear definition between paragraphs. No columns should be used.
- Paragraph line spacing: Single line
- Please note that hyphenated words will be counted as one word.

It is strongly recommended that nominations are proofread prior to submission.

5. Application checklist

	Documentation requirements	Teaching Excellence	Sustained Excellence in Teaching	Outstanding Contributions to Student Learning	Outstanding Contributions to Student Wellbeing	Programs that Enhance Learning
1	Nomination form Acts as coversheet with individual and team details.	✓	✓	✓	✓	✓
2	Written statement Four A4 pages max. Including a summary (25 words max), contribution overview and context (250 words max), and statement of claims against the assessment criteria.	✓	✓	✓	✓	✓
3	Two letters of reference One A4 page each. Including one from Head of School of equivalent.	✓	✓	✓	✓	✓
4	Abridged CV Two A4 pages max. Required for Teaching Excellence and Sustained Excellence in Teaching awards only.	✓	✓	✗	✗	✗
5	Supporting material Optional for Teaching Excellence and Sustained Excellence in Teaching awards only.	✓	✓	✗	✗	✗
6	Formatting requirements All submissions must adhere to formatting requirements outlined above.	✓	✓	✓	✓	✓
7	Save file as: Award_Faculty_Last name_First name initial_21.pdf (e.g., TeachingExcellence_Business_Smith.J_21.pdf)	✓	✓	✓	✓	✓

Appendix 1: Award assessment matrix for Teaching Excellence, Sustained Excellence in Teaching, Outstanding Contributions to Student Learning and Programs that Enhance Learning

CRITERIA/ EVIDENCE	5 Highly Recommended	4 Recommended	3 Commended	2 Not Recommended	1 Unsatisfactory
A. Impact on student learning, student engagement or the overall student experience for a period of no less than three years	Connections between the initiative, program or practice and its substantial influence on students are made explicit. Claims are supported by substantial evidence from an extensive range of sources and illustrate significant levels of impact on student experiences, learning and graduate outcomes, sustained over time. A substantial feature of the nomination is systematic evaluation as an integral part of the nominee's teaching practice. Evaluation outcomes are reflected on and changes implemented, which have also been evaluated for impact on student learning, engagement or experience.	Connections between the initiative, program or practice and its influence on students are highlighted. Claims are supported by multiple forms of evidence from a range of sources and demonstrate sustained impact on students. Evaluation has been done systematically. Evaluation outcomes have been reflected on and some changes have been implemented to improve student learning	Some connections between the initiative, program or practice and its influence on students are made. Claims are supported by different forms of evidence from more than one source to demonstrate impact and sustainability. Evaluation has been conducted regularly and some changes have been implemented.	Unreliable, weak or limited evidence is provided of the influence on students of the initiative, program or practice. A range of activities may be described but the impact on students is not clear. The nomination focuses on career longevity rather than sustainability of impact. Evaluation appears to have been ad-hoc and only limited changes have been implemented	Nomination does not demonstrate impact, or impact has not been sustained for three years or more

B. Recognition gained from colleagues, the institution, and/or the broader community	Substantial evidence from an extensive range of stakeholders' support claims of widespread recognition throughout the institution and the community across the state or nationally. The initiative, program or practice has been adopted nationally or internationally.	Multiple forms of evidence from a range of sources support claims of widespread recognition throughout the institution and the local community. The initiative, program or practice has been adopted across the institution or discipline	Some evidence from selected sources support claims of recognition from peers. The initiative, program or practice has been adopted by others within nominee's school or department.	Unreliable, weak or limited evidence provided to support claims that the nominee has gained recognition. Recognition does not include adoption.	No evidence is provided that the nominee has gained recognition.
C. Shown creativity, imagination or innovation	Substantial evidence is provided with a compelling explanation of how the initiative, program or practice is novel (e.g., the result of trialling and implementing novel ideas; combining existing approaches in novel ways or to a novel context). An extensive range of evidence is provided to demonstrate the novel implementation is appropriate for the context and illustrate significant influence and impact on student learning, engagement or overall experience. Nomination may demonstrate an understanding and application of relevant scholarly literature of teaching and learning.	Multiple forms of evidence are provided with a succinct explanation of how the initiative, program or practice is novel (e.g., the result of trialling and implementing novel ideas; combining existing approaches in novel ways or to a novel context). Several pieces of evidence are provided to show the novel implementation is appropriate for the context and illustrate positive influence and impact on student learning, engagement. Nomination may demonstrate some understanding and application of relevant scholarly literature of teaching and learning.	Some evidence from selected sources supports an explanation of how the initiative, program or practice is novel (e.g., trial and implement a new idea, combine existing approaches in different ways or to a new context). The novel implementation is generally appropriate for the context, with some influence and impact on student learning, engagement or overall experience.	Unreliable, weak or limited evidence to support an explanation of how the initiative, program or practice is novel. Context is not explicitly considered. Influence and impact on student learning, engagement or overall experience is not articulated	No evidence is provided that the nominee is doing anything different to others in their field

Appendix 2: Award assessment matrix for Outstanding Contributions to Student Wellbeing

CRITERIA/ EVIDENCE	5 Highly Recommended	4 Recommended	3 Commended	2 Not Recommended	1 Unsatisfactory
A. Impact on student wellbeing and the overall student experience	Connections between the initiative or practice and its substantial influence on students are made explicit. Claims are supported by substantial evidence from an extensive range of sources and illustrate significant levels of impact on student wellbeing and student experiences. Substantial evidence is provided to demonstrate that the initiative or practice is sustainable.	Connections between the initiative or practice and its influence on students are highlighted. Claims are supported by multiple forms of evidence from a range of sources and demonstrate impact on students. Some evidence is provided to demonstrate that the initiative or practice is sustainable.	Some connections between the initiative or practice and its influence on students are made. Claims are supported by different forms of evidence from more than one source to demonstrate sustainable impact.	Unreliable, weak or limited evidence is provided of the influence on students of the initiative or practice. A range of activities may be described but the impact on students is not clear. The initiative or practice is not sustainable, or its sustainability is not clear.	Nomination does not demonstrate impact.
B. Recognition from students, colleagues and peers	Substantial evidence drawing on multiple perspectives (e.g., students, colleagues, people external to the university) to support claims. The initiative or practice has been recognised, adopted and/or adapted by others internally or externally.	Multiple forms of evidence drawing on different perspectives (e.g., students and colleagues) to support claims. The initiative or practice has been recognised and may have been adopted or adapted by others in the institution.	Some evidence draws on students' or colleagues' perspectives to support claims. The initiative or practice has been recognised by colleagues.	Unreliable, weak or limited evidence from others' (e.g., students and colleagues) perspectives is provided to support claims. Limited or no evidence of recognition or adoption by colleagues.	No evidence drawing on others' perspectives to support claims. No evidence is provided that the nominee has gained recognition.
C. Caters for student diversity	An extensive range of evidence is provided to demonstrate that the initiative or practice caters for students with different identities, circumstances or backgrounds.	Several pieces of evidence are provided to demonstrate that the initiative or practice caters for students with different identities, circumstances or backgrounds.	Some evidence is used to support the claim that the initiative or practice caters for students with different identities, circumstances or backgrounds.	Unreliable, weak or limited evidence to support the claim that the initiative or practice caters for students with different identities, circumstances or backgrounds.	No evidence that the initiative or practice caters for students with different identities, circumstances or backgrounds.