



## CONTENTS

1	PRELIMINARIES .....	1
	Commencement .....	1
	Purpose .....	1
	Application .....	1
2	DEFINITIONS .....	1
3	POLICY .....	2
4	RESPONSIBILITIES .....	5
	4.1 The Dean .....	5
5	PROCEDURES .....	6
	5.1 Assessment and Selection Process .....	6
	5.2 Application Process .....	6
	5.3 Application Requirements .....	6
	5.4 Presentation of Award .....	6
6	RELATED LEGISLATION AND DOCUMENTS .....	7
	Institute Documents .....	7
	Applicable External Standards and Codes .....	7
7	FEEDBACK .....	7
8	POLICY MANAGEMENT .....	7
	Document History .....	7

## 1 PRELIMINARIES

### Commencement

This policy and procedure commence on 1 January 2023

### Purpose

This policy and procedure outline how the Polytechnic Institute Australia (“PIA”) will recognise the impact that teaching staff have on a successful Institute of Higher Education and the organisational commitment to enhance the student experience by recognising and rewarding teaching excellence among staff.

### Application

This policy and procedures apply to all staff of the Institute.

## 2 DEFINITIONS

The following definitions apply in this document:

**Award Round:** One cycle of a call for and assessment of applications for teaching awards.

**Continuing staff:** A staff member who is employed on an ongoing basis with no specified end date.

**Fixed-term staff:** A staff member who is employed for a specified period whose employment contract specifies both start and end dates for employment.

# Teaching Excellence Awards Policy and Procedure



**Fractional staff:** A staff member who is regularly employed on a part-time basis at a full-time equivalent (FTE) proportion less than 1.0. May be continuing or fixed term.

## 3 POLICY

### 3.1 Teaching Excellence Award Focus and Expectations

3.1.1 The PIA Teaching Excellence Award priority areas are aligned with the key objectives identified in the Learning and Teaching Plans.

3.1.2 Awards may be made to staff who have made significant contributions over time to the delivery of high-quality learning experiences, implementation of initiatives and innovation, and commitment to improving the student experience and learning outcomes.

### 3.2 Award Categories

Awards made be made in one or more of the following categories:

Award	Criteria	Form of Award
Innovation in Student Learning	<ul style="list-style-type: none"><li>Minimum of 2 criteria</li><li>Over at least 2 teaching periods</li></ul>	Letter of Commendation
Outstanding Contribution in Enhancing Student Engagement	<ul style="list-style-type: none"><li>Minimum of 3 criteria including Criteria</li><li>Over at least 2 teaching periods</li></ul>	Letter of Commendation & Certificate
Excellence in Teaching	<ul style="list-style-type: none"><li>Minimum of 4 criteria</li><li>including at least Criteria 5 or 6</li><li>Over at least 4 teaching periods</li></ul>	Letter of Commendation, Certificate & Financial Awar

The Awards are a cascading set of awards, representing increasing achievement in the profession of teaching in higher education. The Awards are:

#### 3.2.1 Innovation to Student Learning

- This Award recognises major contributions/initiatives made by individuals and teams to the quality of student learning. They are awarded to individuals or teams who have contributed to the quality of student learning in specific areas of Learning & Teaching.

#### 3.2.2 Outstanding Contributions in Enhancing Student Engagement and Learning

- Awards for outstanding contributions in enhancing student engagement recognises learning and teaching programs and services that make innovative and outstanding contributions to student learning outcomes and the quality of the student experience. They are awarded to programs and services that have set high standards for learning and teaching activities in Australian higher education institutions.

# Teaching Excellence Awards Policy and Procedure



## 3.2.3 Excellence in Teaching

- Awards for Teaching Excellence recognise the Institute's most outstanding teachers who have demonstrated excellence in leadership in teaching over a sustained period of innovation, delivery of quality teaching and sustained dedication to improving the student experience and learning outcomes.

3.2.4 The quantum of the financial component for the Excellence in Teaching Award will be determined by the Principal Executive Officer for each Award Round.

## 3.3 Award Rounds

3.3.1 An Award Round may be opened at any time on the recommendation of the Dean with the approval of the President. Typically award rounds would be made towards the end of a calendar year.

3.3.2 Publication of the key dates for applications and assessment will be made through documentation posted on the Staff Lounge and by other means as deemed appropriate.

3.3.3 There is no requirement that an Award Round should be initiated in any year.

3.3.4 There is no requirement that as the result of an Award Round that there will be an award in any or all award categories

## 3.4 Assessment Criteria

3.4.1 Teaching Excellence Awards recognise staff who implement exceptional approaches to learning and teaching. In assessing applications, the Awards Committee will consider outstanding examples against the criteria listed in the table below.

3.4.2 Applications for the award must describe the nominee's contribution, supported by evidence, in one or more criteria in accordance with the requirements set out in this Policy.

Assessment Criteria	Description
<b>Scholarship of Teaching</b>	
1. Approaches to teaching and/or learning support that influence, motivate or inspire students to learn.	<ul style="list-style-type: none"><li>• Application of teaching initiatives which may include:</li><li>• applying authentic experiential learning;</li><li>• enhancing independent learning;</li><li>• improving student engagement and motivation;</li><li>• effective assessment and feedback;</li><li>• effective use of appropriate digital literacies and tools;</li><li>• innovative use of online learning spaces;</li><li>• collaboration to foster safe, responsible, ethical digital practices to support good digital citizenship.</li></ul>

# Teaching Excellence Awards Policy and Procedure



Assessment Criteria	Description
<b>Scholarship of Teaching (continued)</b>	
2. Evaluation practices that bring about improvements in learning and teaching	<p>A demonstrated set of reflections and enhancement of evaluation techniques which may include</p> <ul style="list-style-type: none"> <li>• Using advanced skills in evaluation and reflective practice;</li> <li>• creating effective evaluation design;</li> <li>• adapting evaluation methods to new contexts;</li> <li>• implementing good practices identified through evaluation.</li> </ul>
3. Leadership and scholarship that has influenced and enhanced learning and teaching or the student experience	<p>Leadership in enhancing student outcomes which may include</p> <ul style="list-style-type: none"> <li>• engaging in professional activities related to learning and teaching (CPD);</li> <li>• developing and applying innovations in service and support for students;</li> <li>• assisting others in enhancing the student experience.</li> </ul>
4. Targeting teaching & learning activities on increasing student engagement	<p>Application of teaching initiatives targeted specifically at student enhancing engagement which may include:</p> <ul style="list-style-type: none"> <li>• applying authentic experiential learning;</li> <li>• applying techniques and tools that 'require' engagement;</li> <li>• utilising interactive activities that engage students;</li> <li>• adopt student suggestions for engaging activities;</li> </ul>
<b>Scholarship of Integration</b>	
5. Linking discipline and cross-discipline knowledge to enhance meaning and relevance for students	<p>Development of curricula components which integrate research with the learning and environment, and interpreting new discoveries, practices and issues to the benefit of student learning which may include</p> <ul style="list-style-type: none"> <li>• Synthesising research and publications into curricula</li> <li>• Embedding research skills and culture in curricula</li> </ul>



Assessment Criteria	Description
	<ul style="list-style-type: none"> <li>contributing professional expertise and creativity to curricula or resource development</li> <li>improving learning objectives and expectations in the light of the knowledge of the field</li> <li>Integrating feedback and reflection</li> </ul>
Scholarship of Application	
6. Providing a meaningful link between learning and the business world that students will enter	Linking teaching and learning with professional and community groups which may include: <ul style="list-style-type: none"> <li>Broadening and deepening engagement with the scholarship of learning &amp; teaching</li> <li>Integrating professional development</li> <li>maintaining membership of professional associations</li> <li>reflective engagement with feedback</li> </ul>

### 3.5 Obligations of Award Recipients

Recipients of Award under this policy will continue their application of teaching excellence through:

- Presentation of their application to academic staff in an academic learning & Teaching forum/seminar
- Become or continue to be a mentor to other academic staff;
- assist the Awards Committee in the following Award Round; and
- other learning & teaching activities required by the Dean.

### 3.6 Awards Committee

The Awards Committee comprises the following:

- the Dean;
- the Associate Dean (Learning & Teaching);
- a senior academic from another Institute of Higher Education.

The Awards Committee will make recommendations to the Principal Executive Officer for approval.

## 4 RESPONSIBILITIES

### 4.1 The Dean

The Dean is responsible to:

- promote the policy to encourage excellence in teaching;
- initiate an award round;



- manage the assessment and administrative processes leading to a recommendation for awards; and
- Provide feed back to unsuccessful applicants.

## 5 PROCEDURES

### 5.1 Assessment and Selection Process

5.1.1 Applications are assessed on the evidence provided in response to the assessment criteria and that their contribution has:

- influenced student learning, student engagement or the overall student experience for a sustained period;
- gained recognised and/or been adopted by other staff, the institution, and/or the broader community;
- shown creativity, imagination or innovation;
- drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs, and/or practice.

5.1.2 An application needs to be supported by evidence such as formal and informal evaluation, student data, institutional student surveys, references, research, and selected teaching materials.

### 5.2 Application Process

The dates for an Award Round will allow potential applicants at least two months notice to prepare their applications.

### 5.3 Application Requirements

5.3.1 Eligible staff who wish to apply for a Teaching Excellence Award must complete the application form, available via the Staff Lounge which includes:

- The category of award sought;
- A statement addressing the selected criteria (no more than 300 words per criteria);
- A statement of no more than 200 words summarising the breadth of engagement with the profession of higher education learning & teaching.

5.3.2 The application form must be submitted by the published date.

5.3.3 Late applications may be accepted by the Dean. Late applications must clearly explain why the application was submitted late and the cause was beyond the control of the applicant.

### 5.4 Presentation of Award

An Award recipient shall be invited to accept their award at a Graduation Ceremony.

# Teaching Excellence Awards Policy and Procedure



## 6 RELATED LEGISLATION AND DOCUMENTS

### Institute Documents

Nil

### Applicable External Standards and Codes

This policy and procedures support compliance with the following

Standards/Code	Standards/Clauses
Higher Education Standards Framework (Threshold Standards) 2021	1.4 3.2 3.3

## 7 FEEDBACK

PIA staff and students may provide feedback about this document by emailing [policy@pia.edu.au](mailto:policy@pia.edu.au) for such feedback to be incorporated into a future review.

## 8 POLICY MANAGEMENT

Approval and Review	Details
Approval Authority / Owner (Role)	Academic Board
Administrator / Responsible for Implementing	Dean
Approval Date	3 November 2022
Next Review Date	1 November 2025

### Document History

Month and Year	Version	Amendments
November 2022	1.0	Policy created and endorsed by the Board
May 2024	1.1	Formatting was updated, including the addition of the document history