**WESTERN SYDNEY**

UNIVERSITY

 

**Teaching and Learning Awards 2021 – General Feedback**

The volume of submissions in 2021 made the deliberations very challenging. There were many good applicants with some applicants needing a bit more development to properly demonstrate their impact. Below is a general summary of feedback on applications drawn from the commentary of the Panel meeting, held on November 22, 2021.

This feedback is not verbatim, but a synthesis and summarisation of comments made throughout the Award Panel meeting. Nor is this feedback intended to apply specifically in all cases. This feedback is general in nature and should be used to promote reflection and discussion regarding current and future Award applications.

1. **Consider the depth of evidence.** This point relates to evidence that demonstrates sustained impact over time. While the minimum required timespan for applications is three years, it may take longer to establish the pattern of impact in the data you are collecting.
2. **Consider the breadth of evidence.** This point relates to the diversity of data points used in the application. A breadth of evidence includes, but is not limited to, SFT/SFSs, peer review, external awards, recognition or form of esteem, student grade data, retention data, and learning analytics. What evidence is appropriate to any given application should be determined by the specific context of that application.
3. **Consider innovation above and beyond good practice.** This point relates to interventions, innovations, or changes to teaching practice or curriculum that goes beyond “business as usual” activities. Whereas good practice is the foundation of excellence, innovation is the transformative element that exhibits impact.
4. **Consider articulation and alignment of application to the criteria.** This point relates to way in which the application responds to or connects with the criteria, or in the case of a Citation, which criterion the application is best suited to. Articulation of problem statements, criterion alignment, and other means by which the application responds to the criteria should be clear. For Citation applicants, consider whether the criterion you are applying against allows you to make your strongest case.
5. **Consider impact on student learning and outcomes, including post-graduation outcomes.** This point relates to demonstrated impacts on student learning and outcomes, both while enrolled in the subject or program, but also beyond the subject, even after graduation. Impact on student learning may include demonstrated improvements to student grades through innovative assessment practices or other interventions. Post-graduation impacts might include testimonials or referee’s reports from former students, industry partners who have employed former students, or similar qualitative or quantitative data.
6. **Consider the scholarly basis or teaching-research nexus.** This point relates to the way scholarly evidence is used to inform practice and innovation. This may come in the form of pedagogical scholarship or other areas of the Scholarship of Teaching and Learning (SoTL). Research output based on an application’s innovations also demonstrates the impact of the teaching-research nexus. Consider also scholarship that underpins current practice at Western, for instance, Partnership Pedagogy.
7. **Consider external or industry esteem or recognition.** This point relates to how the application’s innovations are recognised outside the university. This may come on the form of relevant external awards the applicant has won for some aspect of their application. It may come in the form of Referee’s Reports from industry partners. This may also come in the form of adoption of practice by colleagues at other universities or in industry.
8. **Consider scalability or transferability of innovation.** This point relates to the scale, or prospective scalability, of innovation. Scale may relate to the number of students impacted by an innovation, for example, across an entire Program or Degree or beyond. This may also come in the transferability of the innovation, possibly evidenced by the adoption of innovative practice by other colleagues at the university or outside it.

Other comments, suggestions, and recommendations made by the panel include:

* Consider applying for an AdvanceHE/WEFS (Western Educational Fellowship Scheme) as a preparatory activity to help develop the critical reflective practice that will be highly beneficial for building your portfolio.
* Consider applying for School-based Awards, where available, to build your portfolio.
* Consider Peer Review or other Institution-wide practices to help develop and refine your portfolio.
* Consider reviewing AAUT (Australian Awards for University Teaching) resources, as WSU’s Awards are based on the same criteria.