

VICE-CHANCELLOR'S AWARDS FOR LEARNING AND TEACHING PROCEDURE



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1 PURPOSE

- 1.1 This procedure outlines the application process and requirements for CQUniversity's Vice-Chancellor's Awards for Learning and Teaching, and nomination and application process for the Australian Awards for University Teaching.

2 SCOPE

- 2.1 This procedure applies to:
- Vice-Chancellor's Awards for Best Practice in Learning and Teaching (Tier 1)
 - Vice-Chancellor's Awards for Outstanding Practice in Learning and Teaching (Tier 2)
 - Australian Awards for University Teaching, and
 - other external awards programs with relevance to learning and teaching practice.

3 PROCEDURE

- 3.1 The Vice-Chancellor's Awards for Learning and Teaching reward and encourage practices that facilitate improved student learning outcomes and/or the student experience.
- 3.2 Tier 2 awards give eligible applicants an opportunity for national and international recognition by providing a platform from which to develop a national or international award application. A successful application may also provide the recipient with evidence as part of a promotion application.

Eligibility to apply

- 3.3 Employees may apply for a Learning and Teaching Award. Institutional associates (i.e. adjunct or emeritus employees) are not employees and may only apply as part of a team.
- 3.4 Individuals or teams may apply. Individual applicants or the contact person for a team application, must be a CQUniversity employee, whose practice (or that of the team) can be demonstrated to have measurably improved student learning outcomes and/or the student experience at the University.
- 3.5 Applicants may contact the Learning Design and Innovation Directorate via ltgrants-awards@cqu.edu.au to confirm eligibility.
- 3.6 Tier 2 Award applicants may lodge more than one application in any year, if they are a named team member, but not the team contact, and one is an individual application. The content of the individual application must be substantially different from the team's application and address a different category. The individual application must be accompanied by a [Statement of Difference](#).
- 3.7 Teams may comprise a maximum of 10 members. Team member contributions must be at least 10 per cent and must relate to the practice being demonstrated in the application narrative. Teams may include a maximum of two members not employed by the University, provided more than 50 per cent of the team's members are University employees.
- 3.8 In addition to the above, Tier 1 applicants:
- must demonstrate that the nature of the best practice has been recognised broadly across the University, or by a relevant external peak/representative body
 - must demonstrate that the practice has had significant positive impact on the cohort of students for which the project/initiative has been designed, and
 - may reapply for a Tier 1 award, as an individual or a team contact, provided any subsequent application seeks recognition for a contribution or project that is substantially different from that previously awarded. The subsequent application must be accompanied by a Statement of Difference.
- 3.9 In addition to the above, Tier 2 applicants:
- must demonstrate that the outstanding nature of the practice has been recognised broadly across the University and more broadly across the tertiary education sector
 - must demonstrate that the practice has been sustained for a period of no less than three years (two years for [early-career academics](#) with up to five years of accumulated experience)
 - may reapply for a Tier 2 award, as an individual or a team contact, provided the subsequent application seeks recognition for a contribution that is substantially different from that previous awarded. The subsequent application must address a different category and be accompanied by a Statement of Difference, and
 - may be invited to develop an individual or team application for a national level award.

Support for applicants

- 3.10 The Learning Design and Innovation Directorate offers a range of development and support opportunities for applicants. These include resources to assist in developing applications mentoring and reviewer feedback.
- 3.11 Learning Design and Innovation Directorate will assign a mentor to assist prospective applicants, as early in the program as possible. Prospective applicants have a right of written reply to the Director Learning Design and Innovation if they do not agree with the decisions in assigning a mentor.

How to apply

- 3.12 The Learning Design and Innovation Directorate will provide support to interested prospective applicants. Employees who want to participate in an award program or recommend peers to do so should contact the Learning Design and Innovation Directorate via ltgrants-awards@cqu.edu.au.

- 3.13 If a peer recommendation is received, the Learning Design and Innovation Directorate will notify the recommended individual or team contact who will then decide if they want to develop an application.
- 3.14 Eligible individuals or teams must follow the mandatory process below, to participate in the awards program:
- 1) attend introductory workshop or watch introductory recording
 - 2) complete enrolment in the University's learning management system (Moodle)
 - 3) participate in at least one award development workshop
 - 4) prepare and lodge a draft award application via Moodle by the specified due date, and
 - 5) prepare and lodge a final application via Moodle by the specified due date.

Step 1: Expressing interest

- 3.15 Individuals or teams intending to apply for an award must enrol in the relevant awards program through Moodle by 11:59pm AEST 15th of April.
- 3.16 The Learning Design and Innovation Directorate will contact prospective applicants to inform them of the support available to assist in developing their application, along with mandatory milestones of the program.

Step 2: Preparing and lodging the draft application

- 3.17 Applicants are advised to leverage the expertise of their mentor to develop a strong application.
- 3.18 Applicants will be advised of the due dates and method for lodging their draft application during the awards program.
- 3.19 Applicants must lodge a draft application no later than the due date specified in Moodle. Draft applications must adhere to formatting and page limit requirements.
- 3.20 Draft applications will be reviewed, and feedback provided to each applicant, by reviewers with experience in the award development and assessment arena, to assist development of a competitive final application.

Step 3: Completing and lodging a final application

- 3.21 Prospective applicants must participate in one award development workshop and lodge all elements of the application by the specified due dates, to be eligible in the current year.
- 3.22 Eligible applicants must lodge a final application no later than the specified due date. The final application must meet documentation requirements, including all application components and with strict adherence to formatting and page limit requirements.

Documentation requirements

- 3.23 Final applications must include items a), b), c) and d). Items e) and f) are only required, as outlined below:
- a) A completed Vice-Chancellor's Awards for Learning and Teaching Application Coversheet. This form is available on Moodle. In the case of a team application, a team name that encapsulates the focus of the application is mandatory and must be included on the coversheet.
 - b) An application narrative addressing one of the application categories and including evidence to substantiate any claim of exemplary practice:
 - Tier 1 – use the case study template
 - Tier 2 – lodge a maximum four-page narrative per requirements below.
 - c) Letter/s of support that focus on the application narrative and support and substantiate the claims made therein. Letters of support for team applications must relate to the team, also in relation to the practice the team seeks recognition for in the application. At the draft stage, a Microsoft Word draft letter of support is preferred:

- Tier 1 award – up to one A4 page, comprising support from the applicant's, or team contact's, Deputy Dean Learning and Teaching (or equivalent for non-School employees, for example, Director) and/or evidence of endorsement from other internal or relevant external peak/representative/community body
 - Tier 2 award – two letters of support. One from the applicant's, or team contact's, Dean of School (or equivalent for non-School employees, for example Director), and the other from anyone able to comment on the applicant's practice in relation to the content of the application, preferably written by a senior peer to add weight to the statements of support.
- d) A high-quality, professional digital photograph suitable for publication purposes (see formatting requirements below). For team applications the photograph must contain all team members.
- e) A Statement of Difference between previous and current applications (*only required for previous Tier 2 award recipients who are re-applying for the same level of award*), or between concurrent applications (*only required for individuals who are also named in a concurrent team application*). Individuals or team members who have previously received an award must include a summary of the differences between their previous and current applications. Individuals that are also part of a team in the same round must include a summary of the differences between their individual application and that of the team. The summary must be comprehensive enough to provide the reviewers with clear differences between the two applications.
- f) A Statement of Contribution (*only required for Tier 2 team applications*) that explains each team member's contribution to the team's activity or practice that is the application's focus and indicative percentage of their contribution. Based on the Australian Awards for University Teaching (AAUT) definition of a team, each team member must have contributed a minimum of 10 per cent to the activities described in the application.

3.24 The formatting requirements for the application components are as follows:

- a) Font size/style: 11pt Calibri or Arial only (narrow or serif font styles are not acceptable)
- b) Page margin width: minimum 2cm
- c) Format: Tier 1 – an interactive PDF template. Tier 2 – Microsoft Word.
- d) Page limits (A4):
 - application narrative including reference list/footnotes
 - Tier 1 award - must adhere to the case-study template requirements
 - Tier 2 award – maximum four pages
 - letter/s of support.
 - Tier 1 award – emailed endorsement is acceptable
 - Tier 2 award – Unsigned letters of support are required at the draft application stage. Letters must be signed and formatted with appropriate margins and font style/size at the final application stage (maximum one A4 page each)
 - Statement of Difference, if applicable (maximum one A4 page)
 - Team Statement of Contribution, if applicable (approximately one quarter of a page per team member. Maximum 2.5 pages).
- e) Digital photograph:
 - full colour, with plain white background (taken within the past 12 months).
 - file size of at least 1 MB
 - JPEG file format
 - individual applicants - the photo must be head and shoulders only.
 - team applicants - the photo must contain all team members and be composed in a way that fits with all requirements above.

Tier 1 case study requirements

- 3.25 The case study template will form the application's core element. The narrative must be written from a 'first-person' point-of-view. It must make the case for award recognition by responding to the template guidelines with respect to the chosen application category in ways that demonstrate reflective scholarly practice to explain, illustrate and substantiate the positive impact that the applicant's innovative practice has had on student learning, student engagement and/or enhancing the student experience at the University.

Tier 2 application narrative

- 3.26 The application narrative is the application's core element. The narrative must be written from a 'first-person' point-of-view. It must make the case for award recognition by responding to the chosen application category in ways that demonstrate reflective scholarly practice to explain, illustrate and substantiate the positive impact that the applicant's practice has had on student learning, student engagement and/or enhancing the student experience at the University.
- 3.27 The application narrative must be presented as a continuous, structured narrative. The narrative must be logical, clear and capable of being understood by non-specialists. If specialised terminology is required, a clear explanation must be provided on the first use of the term. Acronyms must be kept to a minimum and written in full initially. Bullet points should not be used.
- 3.28 The application narrative should give the reader a clear sense of what the applicant does, how they do it, why they took that approach and the resulting positive impact on student learning. A theoretical underpinning should be evident throughout, making reference to scholarly literature, along with documented substantiating evidence in the narrative to illustrate claims of impact. Resources describing sources of evidence, including the 4Q model, which may assist with developing the application narrative are available on Moodle. Applicants must obtain consent from anyone who is identifiable in the evidence included in their application (to conform to legislative requirements). For example, peers and/or former students who are now employed in industry. If the applicant is not able to obtain consent, this evidence must not be used.
- 3.29 Applicants must follow the [Feedback and Surveys Policy and Procedure](#) and the [Evaluation of Teaching Policy and Procedure](#) if gathering and using student data as evidence in their application.
- 3.30 The application narrative must be written as a stand-alone document, able to be understood without reference to external material, and should tell the story of your outstanding approach, even if all evidence is removed. It must be structured as follows:
- a) 25-word summary (formatted as a heading at the top of page 1) describing the focus of the application. This summarises the key features of the contribution for which the applicant seeks recognition and that are described and evidenced in the narrative. The summary begins with "For...". Examples are available on the Moodle.
 - b) Overview (formatted as a heading) of the particular contribution that locates it within the applicant's specific context. This may include information about the student cohort, the University context, or sector situation with regard to the applicant's practice. (Recommended length approximately half of one page).
 - c) Application category (formatted as a heading). This section is the main part of the narrative and must maintain the focus of the 25-word summary and address the application category, while framing and substantiating claims that respond to the assessment criteria in 3.32(a) to (j). Application categories can be found [below](#).
 - d) Conclusion (optional heading). This may comprise one or two sentences wrapping up the focus of the narrative and reinforcing the value of the applicant's approach.
 - e) Reference list (formatted as a heading). A list of literature cited in the application must be included at the end of the application narrative on the final page. Alternatively, footnotes may be used. A recognised referencing style (Harvard or APA) must be used and presented in a consistent format. Between three and five cited references are recommended. These references should support the theoretical basis of the applicant's approach for which they seek recognition through this awards program.

Application categories

Tier 1 applications

3.31 Tier 1 applications recognise scholarly reflective practice to improve student experiences and outcomes at the University. When preparing a case study narrative, applicants must choose one of the five application categories below. Criteria for each of the application categories will be embedded into the case study template. An applicant may apply in more than one category, but the application for each category must be separate:

- 1) Best Practice in Social Innovation Education
- 2) Best Practice in First Nations Education
- 3) Best Practice in Accessible Education
- 4) Best Practice in Higher Education
- 5) Best Practice in Vocational Education and Training.

Tier 2 applications

3.32 When preparing an application narrative, applicants must choose one of the application categories below:

Categories 1 to 4 are suitable for individual or team applications seeking recognition for their own innovative best practice in relation to improving student learning and/or the student experience at the University.

Categories 5 to 8 should only be selected if seeking recognition for a program or service that can be demonstrated to have made innovative and outstanding contributions to student learning outcomes and the quality of the student experience and that has enhanced student learning and set high standards for learning and teaching activities at the University. 'Programs' should be broader than one or two units, or a limited service that involves only a few students. For example, a 'program' may involve a service or program provided at the institutional, or school level, a course of study across a minimum of two years, or a service or program directed at a particular group of students.

- 1) **Approaches to teaching and the support of learning that influence, motivate and inspire students to learn.** In addressing this category applicants might consider demonstrating any of the following:
 - fostering student development by stimulating curiosity and independence in learning
 - participating in effective and empathetic guidance and advice for students
 - assisting students from equity and other demographic subgroups to participate and achieve success in their courses
 - encouraging student engagement through the enthusiasm shown for learning and teaching
 - inspiring and motivating students through effective communication, presentation and interpersonal skills
 - enabling others to enhance their approaches to learning and teaching; and developing and/or integrating assessment strategies to enhance student learning, or
 - other approaches to teaching and the support of learning that demonstrate a positive impact on student learning.
- 2) **Development of curricula, resources or services that reflect a command of the field.** In addressing this category applicants might consider demonstrating any of the following:
 - developing and presenting coherent and imaginative resources for student learning
 - implementing research-led approaches to learning and teaching
 - demonstrating up-to-date knowledge of the field of study in designing the curriculum and creating resources for learning
 - communicating clear objectives and expectations for student learning
 - providing support to those involved in developing curricula and resources

- contributing professional expertise to enhance curriculum or resources, or
 - other aspects of practice related to this category.
- 3) **Evaluation practices that bring about improvements in teaching and learning.** Evaluation comprises making judgements about the quality of courses and activities that are part of the academic, cultural and social experience of higher education. In addressing this category applicants might consider demonstrating any of the following:
- advanced skills in evaluation and reflective practice, using a variety of evaluation strategies to bring about change
 - adaptation of evaluation methods to different contexts and diverse student needs and learning styles
 - contribution of professional expertise to the field of evaluation to improve curriculum design and delivery, or
 - dissemination and embedding outstanding practice identified through evaluation.
- 4) **Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience.** In addressing this category applicants might consider demonstrating any of the following:
- participating in and contributing to professional activities related to learning and teaching
 - innovations in service and support for students
 - coordination, management and leadership of units and student learning
 - conducting and publishing research related to teaching
 - demonstrating leadership through activities that have broad influence on the profession
 - providing innovative learning and teaching for different contexts, including technology-enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort, or
 - influence on the overall academic, social and cultural experience of higher education.

For recognition of **programs or services**:

5) **Student experience that supports diversity and inclusive practices**

This category encompasses:

- services directly related to student learning for specific groups of students, that promote participation, information access, course advising, language support, counselling and/or disability support, and
- learning engagement activities and learning and teaching services that support diversity and inclusive practices, such as those to sustain and retain students, encourage personal development and improvement of the quality of the first-year student experience.

6) **Collaborative educational partnerships in learning and teaching**

This category encompasses:

- internal partnerships related to teaching quality and student learning, such as between schools and central services, and
- external partnerships between universities, and/or other organisations—such as schools, private higher education providers, registered training organisations, professional bodies, businesses, government and not-for-profit organisations in collaborative approaches to learning and teaching.

7) **Curriculum transformation and innovative pedagogy**

This category encompasses:

- curriculum design and approaches to learning and teaching that afford flexibility in time, place and/or mode of learning, such as micro credentials, stackable curriculum, flexible curriculum, online learning that enhances student learning outcomes
- curriculum that encourages novel approaches to learning and teaching with aligned assessment that encourages or supports multi-disciplinary, research-based learning and teaching approaches, and utilise the potential of new and/or emerging technologies, remotely, synchronously or asynchronously, and
- innovation in curriculum to be considered as a form of evidence.

8) **Work Integrated Learning (WIL) programs that value and enhance student employability**

This category encompasses:

- experiential learning to Work Integrated Learning (WIL) programs and other WIL related activities that focus on valuing and enhancing student's employability, and
- includes internship programs, work placement coursework, industry placement, industry consulting project and other learning and teaching programs.

Assessing applications

Tier 1 assessment criteria

3.33 The Learning and Teaching Awards Review Panel will assess Tier 1 applications using the following assessment criteria:

- a) the extent to which the case-study demonstrates reflective scholarly practice to explain, illustrate and substantiate the positive impact that the applicant's innovative practice has had on student learning, student engagement and/or enhancing the student experience at the University, and
- b) the extent to which the practice / project is endorsed as innovative best practice.

Tier 2 assessment criteria

3.34 The Learning and Teaching Awards Review Panel will assess Tier 2 applications using the following assessment criteria:

- a) the extent to which the application narrative maintains the focus of the 25-word summary, while cohesively and persuasively addressing the chosen application category
- b) the extent to which claims for the contribution in the application narrative are substantiated by a broad variety of relevant evidence, including quantitative and qualitative data. A Tier 2 application narrative should have evidence from all four of the quadrants in the 4Q model. The 4Q model is available on Moodle
- c) the extent to which the described contribution has had a positive impact on student learning, student engagement or the overall student experience
- d) the extent to which the described contribution has demonstrated innovation, imagination or creativity relative to the context
- e) the extent to which the described contribution has gained recognition broadly across the University, and/or more broadly across the tertiary education sector
- f) the extent to which there is evidence that the applicant has drawn on relevant scholarly learning and teaching literature to inform the development of initiatives, programs and/or practice
- g) the extent to which the letters of support demonstrate the value of the contribution and explicitly support the claims being made in the application narrative
- h) whether the described contribution has been sustained for not less than three years (two for early-career), not including time taken to develop or trial any activity

- i) whether the application is of a professional quality, in terms of readability, required structure, format and mechanics (all applications must be checked through Grammarly prior to submission)
 - j) *(for subsequent or concurrent applications only)* whether the 'Statement of Difference' describes a sufficient difference between the content of the two applications, and
 - k) *(for team applications only)* the extent to which the 'Team Statement of Contribution' clearly describes, for each team member, their contribution to the practice for which recognition is sought and reflects the percentage attributed to them (minimum 10 per cent).
- 3.35 When assessing the evidence supporting an 'early-career' application, the Review Panel will consider the career stage of the applicant.

Recommending and deciding award recipients

- 3.36 The Review Panel will review and assess final applications and finalise recommendations within 12 weeks of the lodgement due date.
- 3.37 The Review Panel's assessment of applications will include feedback to applicants about their application and recommendations from the Review Panel, via the Director Learning Design and Innovation, to the Vice-Chancellor and President. The Vice-Chancellor and President has the discretion to accept the recommendations.
- 3.38 The application that the Review Panel members agree meets all documentation requirements and addresses the assessment criteria to the highest standard, will be eligible for recommendation for the award.
- 3.39 The Review Panel's functions and responsibilities are set out in the [Learning and Teaching Awards Review Panel Terms of Reference](#).
- 3.40 Appeals will only be considered against the Review Panel's implementation of processes described in this procedure. Any appeals against the decisions made in the review process must include information about the specific areas in which it is believed the process was breached. Appeals must be submitted in writing to ltgrants-awards@cqu.edu.au within 10 working days of the date of notification of outcome. All appeals will be treated in confidence and will be considered by Director Learning Design and Innovation, or, in the event of a real or perceived conflict of interest, the Vice-President (Academic).

Award and funding

- 3.41 A Tier 1 award comprises a digital certificate, digital badge and \$1000.
- 3.42 A Tier 2 award comprises a digital certificate, digital badge and \$3000.
- 3.43 The Learning Design and Innovation Directorate will finalise all administrative arrangements such as organising announcements, certificates, badges and financial details.
- 3.44 Recipients will be presented at an appropriate University event. Recipients will be issued a digital badge online via the University's digital badge partner.
- 3.45 Successful applications may be used as exemplars for future University applicants. Therefore, to meet legislative requirements, consent must be obtained from anyone who is able to be identified from the evidence included in the application. For example, peers and/or former students who are now employed in industry. If consent cannot be obtained, the evidence must not be used.

Conditions of award funding expenditure

- 3.46 Award funds must be used to further the recipient's learning and teaching scholarship. For example, this may include attendance at learning and teaching or discipline-related conferences, professional development or dissemination activities, purchase of equipment or software, or teaching/marking relief to enable application for other learning and teaching awards or scholarship activities.
- 3.47 Purchased equipment remains the University's property unless otherwise authorised. All information technology equipment and software must be purchased through the Digital Services Directorate.

- 3.48 Award funds will be held by the Finance Directorate until the recipient's supervisor and the Director Learning Design and Innovation (or delegate) have approved the plans for expenditure. The University's policy documents must be followed when expending funds (for example, procurement, credit card use, travel policy).
- 3.49 Any funding required in excess of the award amount, is the award recipient's responsibility to source.
- 3.50 Award funds must be fully expended within 36 months, otherwise they may be reallocated. If a recipient leaves the University's employ before expending award funds, the recipient will forfeit those funds.
- 3.51 Award recipients must disseminate their practice to other employees, through appropriate forums and must advise the Learning Design and Innovation Directorate (email ltgrants-awards@cqu.edu.au), of these activities through a post-award activity report. The report must be received within six months of funding expiration or full expenditure.
- 3.52 Award recipients may be invited to participate in Review Panel activities, including mentoring, in the following year.

Australian Awards for University Teaching (AAUT), and other national award programs

- 3.53 Tier 2 Award recipients may be eligible to nominate for the AAUT or other national award programs.
- 3.54 Information about the next round of national award programs, including application guidelines and due dates, will be disseminated to invited applicants, when confirmation from the program administrator is received.
- 3.55 Eligible individuals or teams who intend to nominate for the AAUT program must follow the mandatory three-step process below:
- 1) attend introductory workshop or watch introductory recording
 - 2) complete enrolment in Moodle
 - 3) participate in at least one award development workshop
 - 4) prepare and lodge a draft award nomination via Moodle by the specified due date, and
 - 5) prepare and lodge a final nomination via Moodle by the specified due date.
- 3.56 The Learning Design and Innovation Directorate offers a range of development and support opportunities for prospective AAUT nominees. These include mentoring and online resources to assist in developing an application. Prospective AAUT nominees will be assigned an award mentor to assist with the application.
- 3.57 Reviewers and/or mentors will review draft nominations and will provide feedback to applicants before the specified due date for final nominations.
- 3.58 The Review Panel will assess all final AAUT nominations and recommend relevant nominations, via the Director Learning Design and Innovation, to the Vice-President (Academic) for endorsement, prior to external lodgement. The Vice-President (Academic) has the discretion to endorse final AAUT nominations.
- 3.59 The Learning and Teaching Grants and Awards Officer is the University's Institutional Contact Officer (ICO) for the AAUT program. The ICO (or nominee) will lodge all endorsed nominations on behalf of the nominees and the University.
- 3.60 The University will provide professional development funding for each individual or team recipient of any AAUT award that is not allocated funding by the awarding body. The funding amount is at the discretion of the program administrator.
- 3.61 Award funds must be used in the same way and for the same purposes as in [conditions of award funding expenditure](#).
- 3.62 Funding for AAUT must be expended within 36 months, or according to any contract from the awarding body, otherwise they may be reallocated or returned to the funding source. If a recipient leaves the University's employ before expending award funds, the recipient forfeits those funds.

- 3.63 AAUT recipients will be invited to participate in Learning and Teaching Award Review Panel activities, including mentoring, in subsequent years.
- 3.64 For other national awards programs including Australian Financial Review Higher Education Awards, Engagement Australia Awards and ATEM awards, applicants should confirm their intention to apply by email to Corporate Communications via j.sticklen@cqu.edu.au.

4 RESPONSIBILITIES

Compliance, monitoring and review

- 4.1 The Director, Learning Design and Innovation is responsible for implementing, monitoring, reviewing and ensuring compliance with this procedure.

Reporting

- 4.2 Outcomes of each round of the awards will be reported in the divisional management report to the Tertiary Education Advisory Committee.

Records management

- 4.3 Employees must manage records in accordance with the [Records Management Policy and Procedure](#). This includes retaining these records in a recognised University recordkeeping information system.
- 4.4 University records must be retained for the minimum periods specified in the relevant [Retention and Disposal Schedule](#). Before disposing of any records, approval must be sought from the Records and Privacy Team (email records@cqu.edu.au).

5 DEFINITIONS

- 5.1 Terms not defined in this document may be in the University [glossary](#).

Terms and definitions

Early-career applicants: applicants with no more than five years of accumulated experience teaching in a higher education institution, including tutoring and part-time teaching. The five years can be non-sequential.

6 RELATED LEGISLATION AND DOCUMENTS

[Australian Awards for University Teaching nomination packs](#)

[Evaluation of Teaching Policy and Procedure](#)

[Feedback and Surveys Policy and Procedure](#)

[Learning and Teaching Awards Review Panel Terms of Reference](#)

[Vice-Chancellor's Awards for Learning and Teaching Application Templates](#)

7 FEEDBACK

- 7.1 Feedback about this document can be emailed to policy@cqu.edu.au.

8 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Vice-Chancellor and President
Delegated Approval Authority	N/A
Advisory Committee	N/A
Required Consultation	N/A
Administrator	Director Learning Design and Innovation
Next Review Date	17/03/2025

Approval and Amendment History	Details
Original Approval Authority and Date	Vice-Chancellor and President 28/01/2021
Amendment Authority and Date	Editorial amendment 08/03/2021; Vice-Chancellor and President 17/03/2022; Acting Director Learning Design and Innovation 19/04/2022.
Notes	This document consolidated and replaced the Vice-Chancellor's Awards for Exemplary Practice in Learning and Teaching Procedure and the Vice-Chancellor's Awards for Outstanding Contributions to Learning and Teaching Procedure (effective 28/01/2021).