UNIVERSITY OF CANBERRA

UC TEACHING AWARDS & CITATIONS

INSTRUCTIONS AND SUPPORTING INFORMATION FOR APPLICANTS

Closing date for applicants: on 29 September 2023

canberra.edu.au

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ABOUT THE UC TEACHING AWARDS & CITATIONS

Overview of Awards and Citations

The University of Canberra Teaching Awards & Citations (UC Teaching Awards) recognise high quality teaching practices and outstanding contributions to student learning, by individuals and groups. They play an important role in demonstrating the University's commitment to scholarship in relation to learning and teaching, and continuous improvement in teaching practices.

Recipients are selected through the review of written applications to the Awards Selection Committee, and are acknowledged at the combined celebration of the UC Teaching Awards and UC Research Excellence Awards towards the end of each calendar year, by the awarding of:

- **Citations for Outstanding Contributions to Student Learning (Individuals or Teams)**
- **Awards for Programs that Enhance Learning (Teams only)**
- **Awards for Teaching Excellence (Individual only)**

Recipients of UC Teaching Awards are encouraged to apply for the national Australian Awards for University Teaching (AAUT).

Contact: UCTeachingAwards@canberra.edu.au

Awards Selection Committee

The five-member Awards Selection Committee is made up of:

- The Pro Vice-Chancellor (Education) (Chair)
- One member of staff from Learning & Teaching
- One representative of the University of Canberra Students' Representative Council
- One external representative with a background in learning and teaching
- One recent UC Teaching Award winner

The Awards Selection Committee members review the written applications and assess them against the criteria for the relevant Award or Citation type. The Committee then makes recommendations on the granting of awards and citations to the Deputy Vice-Chancellor (Academic).

The Awards Selection Committee encourages applications that align with the following strategic themes:
1. authentic experiential learning
2. Indigenisation of the curriculum
3. students as partners approach to learning and teaching
4. teaching and research integration
5. work integrated learning
6. developing online learning experiences.

Application Closing Date: 29 September 2023

Applications must be received by the deadline of **11:59pm on 29 September 2023** via the UC Teaching Awards email address: **UCTeachingAwards@canberra.edu.au**

Applications sent to any other email address will not be considered.

DEVELOPMENT OF AN APPLICATION – PROCESS

1. Review the selection criteria for the Award or Citation type. Please note that first-time applicants are encouraged to apply for a Citation rather than a Teaching Excellence Award.
2. Select the appropriate Award or Citation type aligned with your focus and evidence.
3. Complete the self-assessment checklist included at the end of this document.
4. It is **compulsory** to develop your application using the 2023 Application Template. Please ensure that all details on the Cover Sheet are provided, including the UC Purpose & Values section.
5. Seek guidance or support from LT if needed. Come along to a weekly drop-In via the Virtual Room in The SHED Online each Wednesday from 1:30 to 3:30pm, or email UCTeachingAwards@canberra.edu.au to make an appointment.
6. Submit the completed application, with your Executive Dean's endorsement included on the Cover Sheet, on or before the closing date to **UCTeachingAwards@canberra.edu.au**

AWARD RECIPIENTS' RESPONSIBILITIES

Awards and citations are one way of developing a culture that values and acknowledges high-quality learning, teaching and scholarship in higher education.

Award and citation recipients will therefore be invited to lead, facilitate and participate in workshops that support the professional development of UC staff.

AWARD ACCOUNT AND ACQUITTAL

Following the awards ceremony, award prizes are disbursed through a centralised University of Canberra account. Award funds can be used to advance your career, to provide additional resources to support your teaching, or to assist with disseminating and embedding good practice in learning and teaching. Acquittal of all award funding is expected in the year following receipt of an award.

APPLICATION TEMPLATE

It is **compulsory** to use the 2023 Application Template to develop your application. Please make sure to include all required details on the Cover Sheet, including the UC Purpose & Values section, and signed approval from your Executive Dean or equivalent.

QUICK GUIDE TO AWARD AND CITATION TYPES

UC CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING (TEAMS AND INDIVIDUALS)

University of Canberra Citations for Outstanding Contributions to Student Learning recognise outstanding contributions to student learning made by either individuals or by teaching teams. Applications are encouraged from academic, general and sessional staff, and institutional associates who have made significant contributions to student learning in a specific area of responsibility over a sustained period of **at least 2-3 years**. Citations are open to both teams and individuals.

Closing date: Applications to be submitted by email, by 11:59 pm 29 September 2023

Number and value: Up to four Citations: $1,500 each; one or more Commendation may be made at the discretion of the Awards Selection Committee with no prize money awarded.

Presentations: Made at the Awards Ceremony

UC AWARDS FOR PROGRAMS THAT ENHANCE LEARNING (TEAMS ONLY)

University of Canberra Awards for Programs that Enhance Learning recognise those team contributions to learning and teaching support programs and services which make an outstanding contribution to the quality of student learning, and to the quality of each student's experience of higher education. This award is open to teams only.

Closing date: Applications to be submitted by email, by 11:59 pm 29 September 2023

Number and value: Up to two awards: $2,500 each; one or more Commendation may be made at the discretion of the Awards Selection Committee with no prize money awarded.

Presentations: Made at the Awards Ceremony

UC AWARDS FOR TEACHING EXCELLENCE (INDIVIDUAL ONLY)

The University of Canberra Awards for Teaching Excellence recognise the work of individuals who have excelled in their teaching and who have made outstanding contributions to learning and teaching at the University of Canberra. This award is open to individuals only.

Closing date: Applications to be submitted by email, by 11:59 pm 29 September 2023

Number and value: Up to two awards: $2,000 each; one or more Commendation may be made at the discretion of the Awards Selection Committee with no prize money awarded.

Presentations: Made at the Awards Ceremony
Please note that the winner of the **UC Vice Chancellor's Educator of the Year Award** is selected from the winner/s of the UC Awards for Teaching Excellence. The UC Purpose & Values section included in the Cover Sheet assists in the selection processes for the UC Educator of the Year.

For further information on any category contact LT at: **UCTeachingAwards@canberra.edu.au**

CITATION DETAILS

University of Canberra Citations for Outstanding Contributions to Student Learning

CITATIONS OVERVIEW

Citations are awarded to academic, general and sessional staff, and institutional associates who have made significant contributions to student learning in a specific area of responsibility over a sustained period of **at least 2-3 years**.

Citations are awarded for a wide range of such contributions, both direct and indirect. Individuals and teams are encouraged to apply.

Closing date: Applications to be submitted by email by 11.59 pm 29 September 2023.

Number and value: Up to four citations: $1500 each; one or more Commendation may be made at the discretion of the Awards Selection Committee with no prize money awarded.

ELIGIBILITY (ALL CITATIONS)

- All members of staff are eligible to apply. This includes academic staff, professional staff, sessional staff, and institutional associates (full-time or fractional, continuing or contract). Early career academics are particularly encouraged to apply.
- Both team and individual applications are eligible. Teams may be of any size. If a team is larger than five members, a brief descriptive team name must be provided.
- Applications from teams must nominate a primary contact person.
- Citation winners are eligible to apply for a citation for different achievements in other years, and winners may apply for other UC award categories in future award rounds.
- Unsuccessful applicants are eligible to reapply in future years.

CITATION CATEGORIES

Citation categories are the same as those used in the Australian Awards for University Teaching (AAUT), as listed below, as this allows award winners to consider further developing and reviewing their application for submission to the national awards. Citations are not necessarily awarded in every category.

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

ASSESSMENT CRITERIA

Applicants must include clear and consistent forms of evidence that are matched to the selection criterion being addressed; note that evidence and assertions are not the same thing. The Awards Selection

Committee may contact applicants and/or referees for clarification or further information, which may include providing evidence from ISEQ, student questionnaires, and/or supporting teaching materials. In evaluating nominations against the selected categories, the Awards Selection Committee will assess evidence against all four selection criteria:

- Positively impacted on student learning, student engagement or the overall student experience for a period of no less than two years;
- Gained recognition from colleagues, the institution, and/or the broader community;
- Shown creativity, imagination and/or innovation;
- Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

All applications must relate contributions to student learning to relevant themes in *Distinctive by Design* and emerging support of *Connected,* the University of Canberra's decadal strategic plan.

Applicants are strongly encouraged to ensure their evidence is supported by, and references, relevant scholarly literature both the discipline area and in the scholarship of teaching and learning.

APPLICATION INSTRUCTIONS FOR ALL CITATIONS

Applications are only accepted by email to **UCTeachingAwards@canberra.edu.au**, and must be saved in PDF or Word format. Each application **must** include the following components preferably submitted in a single document. An application template is available to use.

1. A completed **application form-cover sheet** signed by the applicant and by the Executive Dean or equivalent and including a title, description, and a statement outlining how the activities supports the achievement of or manifests UC's Purpose & Values.

2. A **written statement** of no more than **four A4 pages**, font type: 11 point Arial or 11 point Calibri, margins must be at least 2cm with clear definition between paragraphs. The statement must be organised in this order:

• the proposed Citation (maximum 25 words) describing the distinctive contribution of the applicant in relation to the Citation categories listed above.

• a brief synopsis describing the teaching approach or philosophy of the applicant/s, and the nature of the particular activity that is the basis for the application. This should include its educational context; the value of a contribution, particularly an innovation, may be context-specific.

• a statement fully addressing the Citation category (**three A4 pages**).

3. A one-page [per person] **curriculum vitae**, outlining the applicant's educational qualifications, career history, teaching positions and teaching experience. The curriculum vitae is limited to **one A4 page per person** whether applications are from individuals or teams; team applications should include a summary, also limited to one page, describing how team members worked together on the nominated activity.

4. Two **written references** of no more than **one A4 page each**, to be provided by people able to comment on the applicant's contribution to student learning against the chosen selection criterion. One of the referees MUST be the head of the applicant's faculty, discipline or administrative unit. If the nomination is from a team, the references should apply to the team. References must be signed by the referee; electronic signatures on references supplied to the applicant or institution by email are acceptable.

University of Canberra Awards for Programs that Enhance Learning (Teams only)

AWARDS OVERVIEW

Awards for **Programs that Enhance Learning** recognise a team's effort to implement learning and teaching support programs and services that make an outstanding contribution to the quality of student learning, and to the quality of the student experience of higher education. To win an award, programs and services must demonstrate a team's effectiveness through a **rigorous evaluation** process which contributes to the setting of benchmarks for similar activities in other institutions.

Closing date: Applications to be submitted by email, by 11.59 pm 29 September 2023.

Number and value: Up to two awards: $2,500 each; one or more Commendation may be made at the discretion of the Awards Selection Committee with no prize money awarded.

Program award categories are the same as those used in the [Australian Awards for University Teaching (AAUT)](). They are listed below. Awards are not necessarily made in every category. Applicants should identify the category against which they believe their contribution to be outstanding:

- Student experience that supports diversity and inclusive practices.
- Collaborative educational partnerships in learning and teaching.
- Curriculum transformation and innovative pedagogy.
- Work Integrated Learning (WIL) programs that value and enhance student employability.

ELIGIBILITY

- All team applications must relate either to programs based at the University of Canberra, or to programs where the University of Canberra is the lead institution.
- All members of staff are eligible to apply in a team context. This includes academic staff, professional staff, sessional staff and institutional associates (full-time or fractional, continuing or contract).
- Teams may be of any size. If a team is larger than five members, a brief descriptive team name must be provided.
- Winners of a University of Canberra Award for Programs that Enhance Learning are ineligible to apply for a further Program Award within two years of their original award.
- Receipt of a University of Canberra Award for Programs that Enhance Learning will not affect a recipient's eligibility to apply for any other type of award at the University of Canberra.
- Unsuccessful applicants are eligible to reapply in other years.

SELECTION CRITERIA

Applicants are required to address **all** selection criteria. Applications must include clear and consistent forms of evidence that are matched to the selection criteria being addressed.

The Selection Committee may contact applicants and/or referees for clarification or further information, which may include providing evidence from student questionnaires and/or supporting teaching materials. The selection criteria are (address all four):

- Positively impacted on student learning, student engagement or the overall student experience for a period of no less than two years
- Gained recognition from colleagues, the institution, and/or the broader community
- Shown creativity, imagination and/or innovation
- Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice

APPLICATION INSTRUCTIONS

Applications are only accepted by email to UCTeachingAwards@canberra.edu.au, and must be saved in PDF or Word format. Each application must include the following components preferably submitted in a single document. It is **compulsory** to use the 2023 Application Template and include the Cover Sheet.

1. A completed **application form-cover sheet** signed by the applicant and by the Executive Dean or equivalent and including a title, description, and a statement outlining how the activities supports the achievement of or manifests UC's Purpose & Values.

2. A **written statement** of no more than **twelve A4 pages** in 11-point Arial or 11- point Calibri. Margins must be at least 2cm with clear definition between paragraphs. The statement should include all information that might be referred to in the submission and must be organised in this order:

   i.   Synopsis (maximum **one A4 page** in 11 point Arial or 11 point Calibri with 2cm margins;
   ii. a statement addressing the five selection criteria.

The synopsis must cover a description of the program and its teaching areas, its contribution to student learning and engagement, and its impact on students. The synopsis must be written in the third person and is a requirement of the application. The one-page limit is strictly applied.

The remainder of the written statement should be devoted to addressing the award category and the selection criteria. Evidence in support of the claims against each criterion must be provided, along with reference to the scholarly literature informing the program. The views of students, collaborators and/or colleagues, as appropriate, will be a key element in the assessment of nominations.

3. **Curricula Vitae** should outline the team's educational qualifications and experience. The *curricula vitae* are limited to **one A4 page** per team member. Pages in excess of this limit will not be read.

4. Two **written references** of no more than **one A4 page each**, to be provided by people in a position to comment on the applicant's contribution to student learning against the selection criteria. One of the referees must be the head of the work area, faculty or discipline in which the program is positioned. The references should apply to all members of the team. Each reference must be signed by the referee; electronic signatures on references supplied by the referee to the applicant by email are acceptable.

University of Canberra Awards for Teaching Excellence (Individuals only)

OVERVIEW OF UNIVERSITY AWARDS FOR TEACHING EXCELLENCE

The University of Canberra **Awards for Teaching Excellence** recognise the work of individuals who have shown excellence in their teaching and have made outstanding contributions to enhancing the quality of learning and teaching at the University of Canberra. The award is open to all members of staff at the University of Canberra, specifically including early career academics and sessional tutors or demonstrators.

Closing date: Applications to be submitted by email, by 11.59 pm 29 September 2023.

Number and value: Up to two awards: $2,000 each; one or more Commendation may be made at the discretion of the Awards Selection Committee with no prize money awarded.

ELIGIBILITY

- All members of staff are eligible to apply. This includes academic staff, professional staff, sessional staff and institutional associates (full-time or fractional, continuing or contract).
- Winners of a University Award for Teaching Excellence are ineligible to apply for the same award within two years of their original award.
- Unsuccessful applicants may reapply in subsequent years.
- Receipt of a University Award for Teaching Excellence will not affect the candidate's eligibility to apply for any other type of award at the University of Canberra in future award rounds.

ASSESSING EXCELLENCE— (A) SCOPE OF YOUR APPLICATION:

In assessing applications, the Awards Selection Committee will be looking to find outstanding examples in the following areas of improvement to learning and teaching. All areas are of equal value, and your application might cover one or more of them.

- **Approaches to teaching and/or learning support that influence, motivate or inspire students to learn**. As well as purely instructional issues, this might cover initiatives in areas such as independent learning, assessment design, student advice, equity and inclusion, student engagement and motivation.
- **Development of curricula, resources or services that reflect a command of the field of study to which they apply**. This might include, for example, implementing research-led approaches to teaching, contributing professional expertise and creativity to curricula or resource development, or improving learning objectives and expectations in the light of knowledge of the field.
- **Evaluation practices that bring about improvements in learning and teaching**. Evaluation is a systematic determination of an action or activity's merit or significance, using criteria governed by a set of standards. (It is *not* the same as student assessment.) This might include, for example, the tailoring of advanced or complex evaluation approaches, adaptation of evaluation methods to new contexts, or the introduction or embedding of good practices identified through evaluation.
- **Innovation, leadership or scholarship that has influenced and enhanced learning and teaching or the student experience**. This might include, for example, innovations or leadership in service and support, or in course management and/or coordination; research and publishing in teaching-related areas; innovative learning and teaching methods targeting atypical student cohorts, or methods influencing the social and cultural experience of higher education.

ASSESSING EXCELLENCE— (B) CRITERIA AND EVIDENCE:

Applications should make an argument for the nature and significance of the enhancement they have made to learning and teaching, providing a wide range of supporting evidence in the form of both qualitative and quantitative data. The enhancing activity will be assessed on the extent to which it can be shown to have:

- Impacted on student learning, student engagement or the overall student experience for a significant period
- Gained recognition from colleagues, the institution, and/or the broader community
- Shown creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments
- Drawn on the scholarly literature on learning and teaching to inform the development of initiatives, programs and/or practice.

APPLICATION INSTRUCTIONS

Applications are only accepted by email to UCTeachingAwards@canberra.edu.au, and must be saved (not scanned) in PDF or Word format, preferable in a single document. Each application must include the following components:

1. A completed **application form-cover sheet** signed by the applicant and by the Executive Dean or equivalent and including a title, description, and a statement outlining how the activities supports the achievement of or manifests UC's Purpose & Values.

2. A **written statement** of no more than **six A4 pages**, in 11-point Arial or 11-point Calibri, with margins of at least 2cm, and clear separation of paragraphs. Applicants should refer to evidence which they may later be asked to produce for each of the selection criteria. Each application must include the following components preferably submitted in a single document. An application template is available to use:

   i. An overview no more than **one A4 page**, focussing on the specific character of the applicant's teaching and achievements. The overview should include the applicant's educational philosophy and beliefs, a description of the teaching context and an integrated summary of the claims relating to the selection criteria.

   ii. An argument of no more than **five A4 pages** addressing and providing evidence for each of the selection criteria.

3. A **curriculum vitae**, outlining the applicant's educational qualifications, career history, teaching positions and teaching experience. The curriculum vitae is limited to **three A4 pages.**

4. Two **written references** of no more than **one A4 page** each, to be provided by people who are able to comment on the applicant's contribution to student learning against the selection criteria. One of the referees MUST be the Head of the applicant's faculty, discipline or administrative unit. Electronic signatures on references supplied to the applicant or institution by email are acceptable.

NOTIFICATION AND FEEDBACK PROCEDURES

APPLICATION ACKNOWLEDGEMENT

Receipt of all applications will be acknowledged by email. If the applicant does not receive an email within one week of the closing date for the applications, they should email UCTeachingAwards@canberra.edu.au.

NOTIFICATION OF RECIPIENTS AND FEEDBACK

Recipients of awards and citations will be notified by email. Feedback will be given on all applications. A list of all recipients will be published at a later date on the Learning and Teaching web page.

PRESENTATION CEREMONY

Citations and awards are presented at the combined Learning and Teaching and Research Excellence Awards ceremony at the end of each academic year.

ALLOCATION OF AWARD MONIES

The award monies are awarded as a prize and disbursed to the recipient's University of Canberra account. Monies are to be used to:

- advance the career/s of the recipient/s;
- provide additional resources to support their teaching or activities related to the award;
- assist the individual/team to disseminate and embed good practice in learning and teaching.

SELF-ASSESSMENT CHECKLIST

Before lodging an application for an award or citation you should ensure your application is complete, and that you have provided evidence to ensure it is competitive. This checklist covers the actions you will need to take, whether you are:

- considering an application;
- in the process of preparing an application; or
- about to submit an application.

At the end there's an expanded section on evidence, which is important to consider at all stages of the process. The quality of your evidence will largely determine the outcome of your application.

CONSIDERING AN APPLICATION

Have you discussed your application idea with anyone else? A strong and polished application takes time and effort, so discuss your idea first with someone well placed to give you a helpful critique. Your Associate Dean Education would be a good source to start with.

Initial idea discussed: ☐

Have you in-principle support from your Executive Dean and referees?: The formal application must be signed by the Executive Dean of your Faculty, and one of the referees must also be "the Head of the applicant's faculty, discipline or administrative unit". It's a good idea to secure this support in principle before you undertake the full application. Writing a brief description of the basis of your application is also a valuable first step in presenting your activity clearly. If there are competing applications within your Faculty, your Executive Dean may have a definite view on how many, or which ones, should go forward.

In-principal support obtained: ☐

If your application is a team one, have you spoken with the other team members? You will need the consent of all team members, and hopefully they will be willing to contribute to the application process. If the team is a large one, or the activity on which your application is based is complex, you might also discuss allocation of parts of the task with team members.

Team members consulted: ☐

PREPARING AN APPLICATION

Have you applied under the most suitable category? A small, but still surprisingly large, number of applicants apply under an award or citation type that is not the most appropriate for the nature of their project or activity, compromising their chances of winning. Make sure you give yourself the best chance of success. It is recommended to apply for a Citation award before going for a Teaching Excellence Award. If you are not sure which is the most appropriate category, email UCTeachingAwards@canberra.edu.au for advice.

Categories reviewed and checked: ☐

Have you and your team members updated your CVs? This is often a more time-consuming task than it first appears, and one best not undertaken at the last minute. Get it as polished as you can, and make sure you use the length constraints of the application documentation to best effect. If the application is a group one, make sure everyone knows what is required well in advance of the submission date, and ask for drafts with time to spare before submission.

CV(s) updated, including those of team members: ☐

Have you collected the best evidence of your exemplary performance or innovative change? Is it the best evidence you can find or generate? Have a look at the expanded suggestions on collection and presentation of evidence in this document, below.

Evidence fully developed: ☐

If your application relates to innovation, ensure you demonstrate why and how it is innovative **in context**. Ideas that are new to some disciplines or faculties may already be well established in other areas, and vice versa. Without explanation of *your* academic context, your efforts, achievements, and innovative approach may not be appropriately assessed.

Context provided: ☐

Have you used and referenced scholarly literature: to demonstrate how your activities are based on best practice pedagogy and research and/or their relationship to this? It is important to show that you are aware of the scholarship of pedagogy and learning and teaching, and are able to put your own teaching practice and learning design in conversation with this. Make sure to reference this appropriately, as you would for a research project or journal article using a convention appropriate to your discipline.

Scholarly literature used and referenced appropriately: ☐

BEFORE SUBMITTING YOUR APPLICATION

Be aware of language that is in common use within your own discipline, but which may strike others (who may be assessing your application!) as "jargon."

'Jargon' checked: ☐

Check spelling. Ensure people's names, and titles, and the names of business units, discipline areas, faculties, courses and units mentioned are correct, correctly spelled, and current (for the time in which you are using them as evidence).

Spelling / names / titles checked: ☐

Readability: have someone read your application in the role of peer reviewer or critical friend, to ensure that it makes sense, reads well and that the evidence is relevant to the category of award and the selection criteria.

Readability checked and final edits made: ☐

Cover Sheet: Inclusion of the cover sheet and completion of all sections on it is compulsory for all applications. Make sure to leave yourself enough time to complete it carefully, especially the UC Purpose and Values section as this is used in decision making by the Awards Selection Committee.

Cover Sheet included and all sections on it completed: ☐

MORE ON EVIDENCE

An application based on an excellent idea or activity can be undermined by weak, incomplete or poorly presented evidence. Strong, relevant evidence will help to:
- demonstrate your strengths, and/or the strengths of the team;
- demonstrate your positive influence on student learning, engagement or experience;
- demonstrate your use, understanding, and application of scholarly pedagogic literature;
- clarify the scale or significance of that influence, and/or show the time period to which it applies, and
- make specific links between your project or activity, and *Distinctive by Design* and *Connected* strategic themes.

Types of evidence

The Panel will expect to see evidence of the following kinds:

- **Quantitative evidence**: this is numerical evidence derived from a source that is viewed as objective, by virtue of being completely independent of input from the applicant. An example would be ISEQ quantitative data.

- **Qualitative evidence**: this is descriptive evidence which should provide detail on exactly what you have done, and why it represents exemplary performance or innovative change. To assist your application, qualitative evidence should consist of verifiable information; its value is in explaining *why* and *how* an activity is useful and worthwhile, not in merely asserting that it *is* useful and worthwhile.

- **Expert evidence**: you may be able to collect evaluative information or opinions from authoritative people within or outside UC who have special expertise in the field relevant to your application. As with other qualitative evidence, the value of their testimony depends both on their expert status, and on how well they explain the merits of your project – for example, by connecting it or comparing it to similar or related other work with known status or value.

- **Anecdotal evidence**: This is essentially the opinions of people whose knowledge of the field may be relevant, but may also be selective, biased or incomplete. For example, open-ended student comments from ISEQ data might be influenced by experiences that are individual or personal, and may not be reliable as indicators of the total value of a course or unit unless supported by other forms of evidence. In person-centred systems (such as education), the opinions of people can be valuable inputs into planning and evaluation, but the uncertain provenance of anecdotal evidence make it the least useful form of support for applications of this kind.

- **Scholarly evidence**: These are academic published sources on the scholarship of pedagogy and learning and teaching. Some examples include reputable published books, theses, journal articles, research reports, conference papers and proceedings.

USING YOUR EVIDENCE EFFECTIVELY

Suggestion	Less Effective	More Effective
Be clear, concise and accurate: The most persuasive applications state their evidence objectively and dispassionately.	Since the beginning, the TRPA has been of great interest to external business organisations and has been highly successful in gaining formal recognition.	Since 2012, the TRPA has been formally recognized by more than ten external business and research organisations, including the National Parks Association Award (2013), the Dunning-Kruger Award (2015) and Voight-Kampf Ltd's Young Entrepreneur of the Year (2019).
Be relevant: Ensure you make it clear how the evidence is relevant to the criteria you are using it to support.	The Discipline has 5 academics: two at Level A, two at Level B and one Level C. There are two support staff in the School, and the TRPA program is mostly managed within the Discipline.	The TRPA program is directed academically by one Level C and one Level A in the Discipline, with 0.3 admin support from School support staff as needed. Submissions are co-judged with senior staff from the Faculty of Improbable Developments.
Combine qualitative and quantitative evidence: Qualitative evidence links facts to lived experience, while quantitative evidence reveals the dimensions of an issue. Combine where possible.	Rural people are often very stressed not just by the events themselves, but by their lack of knowledge about where to go for help.	In a survey of 67 rural families in affected areas conducted by Discipline staff in late 2018, 71% of respondents rated their anxiety about government support as either high or very high, while 67% reported lack of awareness of sources of support.