# Further Guidance for University Teaching Award Applicants

The guidance includes a set of FAQs for all colleagues wishing to make a Teaching Award Application. In addition, there are two tables detailing the award criteria, with examples of possible types of evidence, are provided for the Individual (early career and sustained excellence) and the Collaborative group awards. These are not intended to be prescriptive but rather to illustrate the kinds of evidence colleagues may wish to consider in their applications.

We recommend that applicants read this guidance together with –

1. The University of Leeds Teaching Awards Criteria and Marking Scheme

<https://onedrive.live.com/view.aspx?resid=18EE796CE1003B8D!238&ithint=file%2cdocx&authkey=!AJ5GWfShEAJjEeE>

1. The appropriate Award application forms available at

<https://studenteddev.leeds.ac.uk/prise/university-teaching-awards/>

## **FAQs – Making a University Teaching Award Application**

**Who can apply?**

All colleagues who teach at the University of Leeds including staff, staff who are mentoring other applicants, PGRs and honorary staff.

**Can externals or taught students (UG or PGT) be included collaborative awards?**

Yes, but note if successful the award funding will need to be allocated to the University of Leeds staff on the team.

**Do applicants nominate themselves or be put forward by a colleague?**

The awards are based on self-nomination - you need to put yourself or your collaborative group forward.

**How many years of experience counts as Early Career?**

Early Career applicants can have up to 5 years of experience teaching or supporting learning. It’s appreciated that some applicants for this award might have a varied career path; for example, having more than five years of experience working in HE, but having started in a research focused role and moved into a teaching or learning support focused role within the past five years.

**How many people can be included in a Collaborative Award?**

Typically, we expect to see between 2 and 6 named individuals although there might be more named partners involved.

**For Collaborative Awards, do all members of the team have to be named and their contribution evidenced?**
You need to name each of the key participants and explain their contribution to the success of the collaboration.

**For the Collaborative Award, what are the panel looking for?**

Typically, nominations will focus on a development which couldn’t have happened without a collaborative approach and has demonstrated significant impact in student education at Leeds.

**Does the content of my application all have to be experience at University of Leeds?**
Your case should focus on your work at Leeds, but of course this could have been informed by work you’ve done elsewhere.

**Difference between early career and sustained?**

Typically, early career applications may emphasise your particular interests and passions and therefore be built around a theme or philosophy that underpins or gives shape to your approach. You should seek to show the impact you are having in your School and possibly beyond.

Typically, a sustained career application will include several examples that showcase the impact you have made over a sustained period of time, showing how you have developed and enhanced your practice and have had influence across the University and possibly beyond

**Can I attach supporting evidence?**

No, the panel will only read the application form. You can include relevant quotes and data within the text, and some applicants are using visual summaries to illustrate the kinds of feedback they've received. For example, you might find it helpful to include an infographic.

**Help with an application?**

There is guidance provided. In addition, you can request a mentor, or you might already have a mentor who you work with and who knows you well.

**Can my mentor write my application?**

No

**Can I apply for more than one category, e.g., an individual and a collaborative award?**

Yes

**If I’m unsuccessful, can I apply again?**

Yes

**How does it link with other forms of recognition, award or reward such as PRiSE, Fellowships and promotion?**

The achievement of an award (or being nominated by your Faculty for the University level selection panel) could be used as an example/evidence of your success and recognition of the quality of your work alongside other evidence you are asked to provide. They are judged separately, and one does necessarily lead to the other.

**What can I spend the award money on?**

The award monies are intended to support ongoing Continuing Professional Development (CPD) in Student Education and so can be spent on attending a conference, journal subscriptions, books, joining teaching networks or going to development sessions. There might also be a case for the purchase of a piece of kit or equipment, but you will need to demonstrate how this will further your CPD.

Funds cannot be spent to pay for teaching ‘buy out’.

**Do I get any feedback and further help if I am unsuccessful?**

Yes, you will be provided with constructive feedback on your application and if you wish, discuss further support options with your mentor or colleagues in OD&PL.

**If I’m successful, can I be considered for the National Teaching Fellow/ Collaborative Award for Teaching Excellence in the future?**
Yes, we support applications to these awards and will invite UTA award winners to briefings and further development opportunities, including mentoring.

## Examples of Evidence

Below you will find examples of the kinds of ‘evidence’ that you could include in 1. An individual award application (Early career and Sustained Excellence) and 2. A Collaborative Excellence Award. The suggestions are not intended to be prescriptive but to illustrate the kinds of examples /roles /impact evidence that may be relevant to give in your application.

**1.** **Individual Awards - Early Career and Sustained Excellence**

Your claim needs to address how you have 1. enhanced student learning; 2. supported colleagues and influenced support for student learning; and 3. your commitment to maintaining the currency of your practice. Against each of these criteria, we recommend that you provide one or two detailed examples of your practice together with appropriate evidence of the impact and effectiveness of your approaches, examples of which are given below.

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| **Criteria**  | **Early Career** | **Sustained Excellence** |
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| Enhancing & transforming the student learning experience |  Evidence of the impact you have had on student education, with particular reference to the Leeds context. Examples might include:* Qualitative or quantitative data from student feedback surveys, increases in student attainment in performance and grades, feedback from peers or moderators.
* External Examiner comments, enhanced student engagement / participation, usage statistics, etc.
* Making a specific personal contribution to a department, faculty, or external initiative/project which has enhanced teaching activities and student learning.
* Pedagogic research and its impact, funding achieved, presentations and publications given.
 | A small number of examples of the impact you have made over a sustained period of time, showing how you have developed and enhanced your practice and have had influence across the University of Leeds and perhaps beyond. Examples might include:* Participation and recognition through the University and wider community via committees, reports, working groups.
* Leadership of student education projects, curriculum development initiatives and Quality Assurance and Enhancement activities.
* External Examining or work for another external body (e.g., professional accreditation) to inform and enhance student education practices more widely.
* Pedagogic research and its impact, funding achieved, presentations and publications given.
* Recognition, leadership or awards in pedagogic groups such as LIT, LIMEE TALENT / PIRA
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| Supporting colleagues and influencing support for student learning | How you are beginning to have impact on colleagues within your School and perhaps beyond. Examples might include:* Contributing or leading on School initiatives.
* Mentoring a PGR student new to teaching.
* Disseminating the use of a new technology to support teaching / assessment to colleagues.
 | A small number of examples showcasing the impact you have made, over a sustained period of time, showing how you have supported colleagues and had an influence across your Faculty, University or beyond. Examples might include:* Recognition from the University and wider community, pedagogic research and its impact, student education projects etc.
* How you have impacted on colleagues across your Faculty or the University through mentoring, guidance and support.
* Roles, success and impact in teaching enhancement including successful projects or initiatives, awards, establishing networks or special interest groups.

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| Commitment to one’s own CPD for teaching and learning | How you review, reflect upon and develop your own practice. Examples might include:* What you have learnt and applied following attendance at a workshop.
* How peer observation of teaching impacted on your practice.
* How being mentored has shaped your course design or innovation in assessment, etc.
 | How you have a track record in updating your own practice and engaging in CPD during your career and perhaps supported the CPD of colleagues. Examples might include:* Establishing/participating in special interest groups and networks.
* Mentoring colleagues.
* Researching to lead a CPD event for colleagues, etc.
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**2.** **Collaborative excellence**

Your collaborative excellence claim needs to address how your team or partnership has 1. enhanced student learning; 2. supported colleagues and influenced support for student learning; and 3. demonstrated excellence in collaboration and team working.

It is anticipated that applications will be prepared by a lead author on behalf of the collaboration, and the contribution of all those named in the application should be explained. It is very likely that the collaboration has been brought together to play a specific role and to undertake a particular activity in relation to student education. We therefore envisage that most Collaborative awards will detail one area of work in depth and show how it has become established and sustainable to make a significant impact on student education.

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| **Criteria**  | **Collaborative Excellence** |
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| Enhancing & transforming the student learning experience | Evidence of the impact the collaboration has had on student education, with particular reference to the Leeds context. Examples might include:* What impact has the work had on student education, qualitative and quantitative student feedback, peer comments, External Examiner comments, views from external partners, etc.
* Evidence of enhanced student learning achievements, grades, opportunities and/or engagement or use etc.
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| Supporting colleagues and influencing support for student learning | How the collaboration and findings have influenced or had impact on colleagues. Examples might include:* What impact has the work had on others?
* Are colleagues being supported to join the initiative or instigate similar approaches in their own contexts?
* How has the work has been disseminated via publications, presentations, via networks and If the work has been extended to others or shaped future practice elsewhere?
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| Excellence in collaboration and group working | A key feature of the Collaborative excellence award is the collaboration itself – so the application should critique how the ‘team’ have worked together and how the collaboration has made a difference to student education. Evidence may include:* The success of innovative methods for communication
* The efficiency of effective work sharing approaches, and how the team has developed.
* Working with a range of stakeholders, feedback/evaluation showcasing the benefits of participation from different perspectives.
* How the team responded creatively and flexibly to unanticipated events and how the team has sought to embed its activities so that they are sustainable, etc.
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