

Teaching Excellence Awards Framework 2022-23

The new Teaching Excellence Awards Framework makes provision for awards at both Faculty and University levels. It articulates a scheme that celebrates excellence at a variety of levels. This acknowledges the importance of recognition at local level whilst facilitating the identification of individuals whose practice has institutional and/or national reach.

- **Faculty awards:** criteria allow for excellence to be demonstrated within a disciplinary context without necessarily needing evidence of impact beyond the subject area.

There are two possible options for individuals who win a faculty award:

- Those who demonstrate reach beyond their subject area can, in negotiation with the Faculty, be put forward for a University award
 - Those who have yet to demonstrate sufficient reach should be supported to develop their ambitions and facilitate a later application.
- **University awards:** require evidence of broader reach within the University and, where appropriate, external to it.

Individuals/Teams who win a University Award will be eligible for entry into LJMU's [NTF/CATE coaching programme](#).

Recognising and Celebrating Excellence

These awards should be publicly celebrated.

Faculty Awards

It is recommended that faculties consider the following

- Certificates for all award winners and commended nominations (a template can be provided)
- A small trophy for all winners
- A local celebration event (in addition to the University event outlined below).

University Awards

- Commended nominations will receive a certificate and winners, a trophy and certificate.
- The awards will be celebrated at a Teaching Excellence Awards Reception, where recipients of Faculty and University awards, as well as that year's successful NTF/CATE winners will be celebrated.
- All Award winners will feature on TLA website, with winners offered the opportunity to take part in recording a short interview to discuss their practice.
- Recognition of Faculty and University winners in graduation ceremony booklet

Winners of University awards will be eligible to apply for ring-fenced funding to undertake a project aligned with their teaching expertise, ambitions for professional development and to facilitate their application for external recognition.

Award Categories

Categories for Faculty and University awards are as follows:

- Rising Star
- Individual Teaching Excellence
- Excellence in Digital Education
- Academic Leadership
- Equality, Diversity and Inclusion

Faculties may choose to make awards in additional categories but nominees for a University award must first have won a Faculty award in the relevant category. Faculties may determine the number of awards and commendations made in each category.

Each Faculty can put forward a maximum of one nomination per category for a University award. From those, the University will make a total of five awards across all categories with no expectation that all categories must be represented. Commendations can also be made in each University award category.

Award Criteria

Criteria for the Awards will be based on existing criteria and offer a single framework. They will focus on teaching, regardless of whether the nominee is on an academic contract or not. Core criteria will require evidence of local impact. Nominations with the potential to go forward for a University award will need evidence of greater reach and wider impact. All awards will align with core NTF/CATE expectations to support potential for future nomination for National recognition.

For individuals this will focus on 2 of the 3 NTF criteria:

- **Individual excellence:** evidence of enhancing and transforming student outcomes and/or the teaching profession; demonstrating impact commensurate with the individual's context and the opportunities afforded by it (*Underpinning criteria for faculty award*)
- **Raising the profile of excellence:** evidence of supporting colleagues and influencing support for student learning and/or the teaching profession; demonstrating impact and engagement beyond their immediate academic or professional role (*Underpinning criteria for university-award*)

For teams this will focus on 2 of the 3 CATE criteria:

- **Excellence in the team's collaborative approach:** evidence of excellence in the team's approach to working collaboratively, commensurate with their

context and the opportunities afforded by it. (*Opportunities afforded by achievement of university-award could be used as part of evidence here*)

- **Excellence in the impact of collaborative working:** evidence of the team having a demonstrable impact on teaching and learning, including beyond their immediate academic or professional area. (*Opportunities afforded by achievement of university-award could be used as part of evidence here*)

Awards Panels

- **Faculty Awards Panels:** to be led by ADESEs and composition to be determined locally.
- **University Awards Panel:** to be chaired by PVC (Student Experience) and comprise the Dean, TLA and representatives from the institutional NTF network (min. 3).

Faculty awards will be decided on nominations written by a colleague and supported by a member of the Faculty Management Team.

Each Faculty Awards Panel will identify a maximum of one nominee per category with the potential to go forward for a University Award. Given the link between University awards and a potential claim for national recognition, it is strongly recommended that these individuals/teams are given the opportunity to strengthen/amplify evidence within the original nomination to address University criteria.

Criteria for awards

Panels will acknowledge excellence from throughout the nominee's academic career but focus on evidence associated with their work in LJMU.

The Panels will make a collective decision in determining the award outcome. In cases where the Panel does not agree, the Chair will make the final decision.

Panels are able to recommend a nomination as 'Commended' in light of the following:

1. Where the nomination suggests that the individual has fully met the criteria and is deemed by the panel to be appropriate for an award. However, other nominations are seen to be more deserving.
2. Where the nomination does not fully meet all criteria but there is evidence of outstanding activity in one or more areas.

Receiving a commendation does not preclude a future nomination and award in the same or any other category.

The Panel will rely on the evidence below to make their decisions. Only information provided in the formal nomination can be considered. As these are LJMU awards, the Panel will focus on evidence that is directly associated with the nominee's work whilst in LJMU.

Category 1: Rising Star Awards

The nominee is considered as 'early in their academic career' with evidence of having already made significant impact on student learning experience and potential for leadership in this academic practice. In this context, early career refers to a *colleague with less than five years teaching experience in higher education*.

It is expected that a significant number of the criteria below will be met. Successful nominations must include evidence drawn from student feedback and work that aligns with the LJMU Learning & Teaching Strategy.

The nominee should have:

- made a significant improvement to the student learning experience;
- made a significant contribution to one area of teaching and learning, such as assessment and feedback or technology-enhanced learning or personal tutoring.
- contributed to the implementation of LJMU's Teaching, Learning and Assessment Strategy above and beyond their role;
- demonstrated leadership potential in teaching and learning;
- engaged in the dissemination of teaching and learning related scholarship or practice;

- shown a commitment to ongoing professional development associated with teaching and learning.

Faculty level awards will be considered in the context of impact on local practice and culture. University level award nominations will be judged on how well the evidence demonstrates **reach, value** and **impact** beyond the discipline area. It is expected that nominations will include evidence of how the nominee has demonstrated academic citizenship outside of their discipline. Hence, to be considered for the University award, the nomination would need to demonstrate the above and:

- engagement in pedagogic research and scholarship. This would include drawing upon the outcomes of research, scholarship and professional practice to enhance teaching and students' learning;
- contributing to and/or supporting meaningful positive change with respect to pedagogic practice, policy and/or procedures.

Evidence may be drawn from a wide range of sources, including but not limited to:

- line manager, colleague or student testimonials;
- student feedback, for example, module appraisals;
- PGCert Academic Practice;
- evidence submitted for JMSU 'Amazing Teacher Award';
- Learning materials developed by the nominee;
- examples of innovative practice and related outcomes;
- relevant conference papers

Category 2: Individual Teaching Awards

This award recognises an individual's outstanding, transformative or inspirational impact on the student learning experience.

It is expected that a significant number of the criteria below will be met. Successful nominations must include evidence drawn from student feedback and work that aligns with the LJMU Learning & Teaching Strategy.

The nominee should have:

- made a consistently excellent contribution to the enhancement of the student learning experience;
- had a significant impact on one area of teaching and learning, such as assessment and feedback; developing or championing approaches to enhancing academic advice and personal tutoring;
- demonstrated proficiency in the use of technology to support learning;
- made a significant contribution to the implementation of LJMU's Teaching, Learning and Assessment Strategy;
- contributed to the scholarship of teaching and learning;
- supporting colleagues in the enhancement of teaching and learning;
- shown a commitment to ongoing review and enhancement of individual professional practice

Faculty level awards will be considered in the context of impact on local practice and culture.

For University awards, nominations will be judged on how well the evidence demonstrates **reach, value** and **impact** beyond the discipline area. It is expected that nominations would include evidence of how nominee has supported academic citizenship outside of their discipline. Hence, to be considered for the University award, the nomination would need to demonstrate the above criteria, as well as the following:

- engagement in pedagogic research and scholarship. This would include drawing upon the outcomes of research, scholarship and professional practice to enhance teaching and students' learning;
- significant contribution to colleagues' professional development in relation to promoting and enhancing student learning;
- contributing to and/or supporting meaningful positive change with respect to pedagogic practice, policy and/or procedures.

Evidence may be drawn from a wide range of sources, including but not limited to:

- line manager, colleague and student testimonials;
- student feedback, for example, module evaluation;
- outcomes from external partnerships and collaborative activity
- PG Diploma or Masters in Academic Practice;
- evidence submitted for JMSU 'Amazing Teacher Award';
- examples of innovative practice and related outcomes;
- relevant conference papers;
- relevant journal (pedagogic or SOTL) or other scholarly articles associated with teaching and learning;
- relevant contributions to professional body, through dissemination or developing practice;
- impact of practice, for example, student performance (including retention, achievement and progression rates) or satisfaction.

Category 3: Excellence in Digital Education

These individual or team awards celebrate the insightful and evidence-based use of technology to transform student learning.

It is expected that a significant number of the criteria below will be met. Successful nominations must include evidence drawn from student feedback and work that aligns with the LJMU Learning & Teaching Strategy.

For Faculty awards, the nominee should have:

- demonstrated creative/innovative use of technology to enhance the student learning experience;
- exploited the potential of technology to resolve complex problems associated with teaching, learning and assessment;
- used technology to make a demonstrable impact on student outcomes;
- contributed to the scholarship of digital education;
- supported colleagues in the development of digital education.

Faculty level awards will be considered in the context of impact on local practice and culture.

For University award nominations will be judged on how well the evidence demonstrates **reach**, **value** and **impact** beyond the discipline area. It is expected that nominations would include evidence of how the nominee has supported academic citizenship relevant to digital education outside of their discipline. Hence, to be considered for the University award, the nomination would need to demonstrate the above and:

- engagement in pedagogic research and scholarship within digital education. This would include drawing upon the outcomes of research, scholarship and professional practice to enhance teaching and students' learning;
- significant contribution to colleagues' professional development in relation to promoting and enhancing student learning;
- contributing to and/or supporting meaningful positive change with respect to pedagogic practice, policy and/or procedures within digital education.

Evidence may be drawn from a wide range of sources, including but not limited to:

- line manager or colleague testimonials;
- student feedback, for example, module evaluation;
- evidence submitted for JMSU 'Amazing Teacher Award';
- examples of innovative practice and related outcomes;
- relevant conference papers;
- relevant journal (pedagogic or SOTL) or other scholarly articles associated with teaching and learning;
- student feedback;
- impact of use of technology for example, student performance (including retention, achievement or progression) or satisfaction;
- support for the development of colleagues' skills and capacity in the use of digital technologies for teaching.
- Canvas learning materials developed by the nominee.

Category 4: Academic Leadership

These awards are open to staff with responsibility for programme management or leading transformative activity relevant to thematic priorities.

It is expected that a significant number of the criteria below will be met. Successful nominations must include evidence drawn from student feedback and work that aligns with the LJMU Learning & Teaching Strategy.

The nominee should have:

- adopted a scholarly approach to leadership by drawing on outcomes of research, scholarship and professional practice to enhance teaching and students' learning
- made a consistently excellent contribution to the leadership of an academic area;
- either made a significant contribution to the sustained delivery of strong programme outcomes or led activity aimed at enhancing the student experience;
- led on the implementation of LJMU's Learning and Teaching Strategy;
- contributed to the scholarship of teaching and learning both within and external to LJMU.
- shown a commitment to ongoing review and enhancement of individual professional practice
- developed and shaped the academic practice of colleagues

Faculty level awards will be considered in the context of impact on local practice and culture.

For University awards nominations will be judged on how well the evidence demonstrates **reach**, **value** and **impact** beyond the discipline area. Nominations should demonstrate how the nominee has been instrumental in identifying strategic priorities and how they utilised resources effectively to achieve these. It is expected that nominations would include evidence of how they have supported academic citizenship outside of their discipline. Hence, to be considered for the University award, the nomination would need to demonstrate the above and:

- led cross-institutional activity aimed at achieving strategic intentions related to enhancing the student experience;
- engaged in sector-leading activity to advance student learning
- oversee change with respect to pedagogic practice, policy and/or procedures in LJMU

Evidence may be drawn from a wide range of sources, including but not limited to:

- line manager, colleague or student testimonials;
- student evaluation data;
- PG Diploma and/or Masters in Academic Practice;
- Institutional recognition of work as 'best practice';
- Leadership of cross-institutional activity;
- Citation of work as evidence of activity associated with institutional targets;
- evidence submitted for JMSU 'Amazing Teacher Award';
- Programme survey outcomes: NSS, PTES, UKES;
- Employability outcomes: Graduate Outcomes survey, LEO;
- Programme data: recruitment and retention;

- support the development of staff capacity associated with teaching and learning
- relevant conference presentations;
- relevant journal (pedagogic or SOTL) or other scholarly articles;
- impact of practice, for example, student performance or satisfaction.

Category 5: Equality, Diversity and Inclusion

These individual or team awards will recognise outstanding contribution to advancing opportunities for marginalised and under-represented groups to fully engage with, and benefit from, all that a university experience offers.

It is expected that a significant number of the criteria below will be met. Successful nominations must include evidence drawn from student feedback and work that aligns with the LJMU Learning & Teaching Strategy.

For Faculty awards, the nominee/s has/have:

- provided opportunities for marginalised and underrepresented groups to engage with and flourish in education
- encouraged stakeholder involvement, particularly with respect to underrepresented groups, in the curriculum in its broadest sense.
- created respectful and enabling learning environments for all learners.
- used teaching to establish the contribution made by underrepresented groups and emphasise diversity as a strength
- advanced the equality agenda through personal professional practice and supporting others
- acted to overcome barriers that prevent marginalised groups of students from fulfilling their potential
- provided opportunities for students to act as partners in their learning experience.
- utilised community engagement as opportunities to advocate for the interests and outcomes of less advantaged groups in education
- evidence of working with less advantaged communities or organisations to support educational opportunities in their broadest sense

Faculty level awards will be considered in the context of impact on local practice and culture.

For University awards nominations will be judged on how well the evidence demonstrates **reach**, **value** and **impact** beyond the discipline area. It is expected that nominations would include evidence of how they have supported academic citizenship relevant to equality, diversity and inclusion outside of their discipline area. Hence, to be considered for the University award, the nomination would need to demonstrate the above and:

- engagement in pedagogic research and scholarship within equality, diversity and inclusion. This would include drawing upon the outcomes of research, scholarship and professional practice to enhance teaching and students' learning;

- significant contribution to colleagues' professional development in relation to promoting and enhancing student learning;
- contributing to and/or supporting meaningful positive change with respect to pedagogic practice, policy and/or procedures within equality, diversity and inclusion.

Evidence may be drawn from a wide range of sources, including, but not limited to:

- line manager, colleague and student testimonials;
- student feedback;
- Institution or sector based recognition of work as 'best practice'
- PG Diploma and/or Masters in Academic Practice;
- leadership of cross-institutional activity;
- evidence submitted for JMSU 'Amazing Teacher Award';
- examples of innovative practice and related outcomes;
- relevant conference papers;
- relevant journal (pedagogic or SOTL) or other scholarly articles associated with teaching and learning
- demonstrable proactive measures to reinforce equality objectives
- relevant contributions to professional body, through dissemination or developing practice.
- impact of practice, for example, student performance or satisfaction.
- Citation of work as evidence of activity associated with equality, diversity and inclusion.

For more information about the University Awards nomination process and submission template please contact: TEAwards2023@ljmu.ac.uk