**Teaching Excellence Awards Criteria (revised November 2012)**

It is not expected that all criteria will be met by all nominees. While a nomination that is strong in all categories is likely to be well placed, it should be noted that the Selection Panel may also recognise nominations that have a particular strength or notable aspect even where other criteria (e.g. Income generation relating to the development of learning and teaching) are less evident or absent.

* ***Effective ongoing contribution to enhancing the student learning experience on a range of levels, evidenced through student, peer and/or staff feedback.***

For example, through activities such as

* recognising and providing inclusive support for the learning needs of our diverse student community;
* using knowledge and experience gained from research, scholarship or professional practices to enhance teaching to contribute to the University’s reputation for research-led teaching;
* making innovative use of technology to enhance learning, teaching and assessment;
* fostering student engagement in learning;
* fostering student responsibility for learning;
* generating increased opportunities for work-related and/or work-based learning;
* improving student attainment.
* ***Innovative practices relating to curriculum or course design, particularly in relation to interdisciplinary working.***

For example, through activities such as

* innovative work-related learning/work placement provision;
* introducing new student mobility experiences (virtual and actual)/ student exchange programmes;
* involving students in course design decisions;
* development of new resources and new ways of teaching that engage students in courses and programmes more deeply and enhance the student experience;
* evidence of responding to student, peer and/or staff feedback to adapt curricular content or processes.
* ***Impact of learning and teaching practices***

For example:

* knowledge exchange, promotion and dissemination of work;
* evidence of sustainability of innovations in teaching demonstrated through the adoption/adaption of these innovations by others;
* evidence of impact and engagement beyond the nominee(s)’ immediate role and area of expertise.
* ***Involvement in, promotion of, and dissemination of Scholarship of Teaching and Learning***

For example through involvement in the delivery of events organised by the University’s Learning and Teaching Centre or national and/or internationally recognised external organisations, such as the Higher Education Academy’s subject-centre network.

* ***Income generation relating to the development of learning and teaching.***

For example developing new approaches using funding secured from the University’s Learning and Teaching Development Fund (LTDF), and /or funding secured from external organisations such as the Higher Education Academy (HEA), Joint Information Systems Committee (JISC), or the Quality Assurance Agency (QAA).

Please note that for GTA applicants, evidence of involvement as a team member on funding bids may be considered rather than evidence of leading funding applications. Student fees do not come into this criterion.

* ***Demonstrable impact of exceptional leadership in Learning and Teaching at School and/or College levels***

For example:

* evidence of leading peers/colleagues in learning and teaching developments
* evidence of innovation in relation to evaluation and quality enhancement outside an applicant’s own individual teaching practice.

The following questions are intended to aid applicants in thinking about how to present evidence against each of the TEA criteria.

* How have you enhanced the student learning experience? What evidence can you provide to support this claim?
* How do you ensure your teaching is up to date and research informed?
* How do you ensure that students are engaged in your classes and online innovations?
* Do you include students as active contributors to teaching and learning processes?
* Do you engage students in enquiry based learning?
* How do you support student learning? How do you support students’ autonomy in the learning process?
* How do you evaluate your practice?
* What contribution do you make to leadership in teaching and learning?
* What innovations have you introduced to teaching in the discipline?
* What evidence can you provide that demonstrates the adoption/adaption of these innovations by others?
* What impact has your work had on your students, on your colleagues, in other schools in the University and outside the University?