**QUB TEACHING AWARDS**

**APPLICATION FOR IMPACT TEACHING AWARD 2023**

**(Open to individual colleagues who have been supporting learning within Higher Education for a substantial period of time and who can demonstrate national/international impact)**

|  |  |
| --- | --- |
| **Contact details** | |
| Name (including title) | |
| School/Department: | |
| Telephone Number: | E-mail Address |
| Number of years teaching in higher education: | |

**Guidance on Word Counts**

The overall word limit for the Discussion part of this application is 1700 words in total across the Context, Individual Excellence, Raising the Profile of Excellence and Developing Excellence sections.

It is important to adhere to the word counts in order to be fair to all applicants. Applications that exceed the word limit by more than 5% will not be accepted.

A limited number of images may be included within an application; any text included in images should be added up and included in the word count. This will include screenshots of written documents, Powerpoint slides, student comments, explanatory text, but not, for example, axis labels, table headings etc.

If you wish, you may choose to include some of your evidence in the format of:

* One up to 3-minute video (or equivalent digital recording) which is equivalent to **450 words** (150 words per minute), and this is to be included within the 1700 total word count.

Or

* A voice-recorded Powerpoint presentation or similar of up to 3 minutes. This is equivalent to **450 words** and should be included within the 1700 total word count. If Powerpoint slides (or similar) are submitted, any annotations/text additional to the voice recording should be included in the word count and should be specified.

Please contact Liz McDowell (e.mcdowell@qub.ac.uk) if further guidance is required.

**Teaching Awards 2023**

**Guidance on Writing your Application**

**What did you do?** Provide aconcise (selective) description of engagement including own role – remember the descriptive element should be brief, and only a small part of the word count.

**How did you do it?**

Explanation of approach/methodology employed – here you should draw on literature, university policy, your own learning (in CPD, networks etc.) for the methodology choices – also talk about time frame, context, learners / audience to show you have made appropriate choices. Include reference to any challenges etc.

**Why did you do it that way?**

Evidence and rationale for choices of approach and decisions made: Here you should draw on literature, university policy, sector documentation, subject discipline approaches etc. and your own learning (in CPD, networks etc.) for a clear rationale about the decisions you made about what /how /why etc.

**What difference did it make?**

How do you evaluate the effectiveness of what you do (explain the kinds of ‘information’ you use to review and evaluate your work including the impact this has on your students’ learning)? Impact on learners/teachers/ self/institution – you need to use both qualitative and quantitative approaches to gathering and demonstrating impact (along with data – see below) – don’t just say it worked well . . . what specific, concrete and measurable changes can you identify as a result of the actions you took?

**And how can you tell it had impact?** Explain the kinds of ‘information’ you use to review and evaluate your work including the impact this has on your students’ learning. What data can you use to illustrate the impact of your activity? Does it show more than just feedback? i.e. is there clear evidence of IMPACT – e.g. improved outcomes, better employability stats, wider adoption of your approach amongst your colleagues (and outcomes for their students), reputational gains for the university, publication recognition etc.

**So what?** What changes have you made as a result of evaluating your effectiveness (for example, you might have revised the assessment strategy for a module in response to student / peer feedback and then evaluated the effectiveness of the change you implemented)? How are you ensuring that you continue to develop and enhance your practice; for example, engaging in peer review, developing your evidence-base or engaging in professional development, etc. and applying this learning to enhance your practice (use examples to illustrate)?

**Suggestions for appropriate evidence**

Some examples of possible sources of evidence you might include (but not limited to) are set out in the table below. When selecting appropriate evidence, please provide meaningful evidence that is convincing in support of your claim. Please focus on quality sources and not the quantity of different sources.

You may also wish to also draw upon educational literature within your application to support your case for an Award.

|  |  |
| --- | --- |
| **Individual Excellence:**  Articulate and critically analyse your learning support approach and why it’s important for the enhancement of your learners’ experience. In order to be shortlisted, you must provide sufficient qualitative and/or quantitative evidence of the impact of your approach on the learners’ experience. | * Examples of your learning support approach * Discussion on how you stimulate and inspire learners * Explanation of how you develop, organise and present resources and evidence of how this is effective * Explanation of how you assess your learners and why you do it this way * Evidence of the effect of your approach on the learner experience. This should be supported by qualitative and/or quantitative data, as appropriate. |
| **Raising the profile of Excellence:**  Evaluate how you are leading colleagues within your area (or beyond), and how you are influencing the ways in which your area (or beyond) provides support for learning. Provide evidence of the impact of this work on colleagues and School (or beyond). | * Evidence of ways in which you contribute to the development of colleagues within your area e.g. mentoring, membership of Working Groups/Committees, developing policies etc * Evidence of how you contribute to institutional initiatives * Evidence of your contribution to regional/national/international initiatives |
| **Developing Excellence:**  Outline a range of the professional development activities you have undertaken and evaluate how these activities have informed your learning support work. | * Provide a range of examples of professional development activities undertaken * Discuss how you have used what you’ve learned through these activities to review and enhance your practice * Provide evidence of how this has led to improvements for your learners |

**1. PREVIOUS TEACHING AWARDS** (This section is not assessed: 200 words maximum)

*If you have ever previously won a Queen’s Teaching Award, please note the year and category (e.g. Rising Star, Team etc) below. You should also provide a short explanation of how the work outlined in this application differs from the work for which you were previously recognised.*

*Please note, if a colleague within your School/discipline has received a Teaching Award for work involving similar approaches to your own, you will need to make a case as to why your work is different. The panel will not give a Teaching Award for similar work within the same area.*

**2. BACKGROUND INFORMATION** (This section is not assessed: 150 words maximum)

*Please provide only factual information in the Background Information; for example, the type of learning support activities you deliver and number of learners involved, a brief statement of your overall teaching philosophy. Please do not include any supporting evidence in this part as it will not be considered by the panel.*

**3. DISCUSSION (See Guidance overleaf)**

The overall word limit for the Discussion section is 1700 words in total across the Context, Individual Excellence, Raising the Profile of Excellence and Developing Excellence. The evidence provided should be included within this word limit. Please note the Guidance on Word Counts provided on the front page of the application form.

Each part is assessed and you should provide **sufficient evaluation and evidence** to allow the panel to assess each part appropriately. Part (b) Individual Excellence is double-weighted in the assessment process. Please include a note of the word count at the end of each part.

Please illustrate your discussion throughout with reference to **specific learning support activities** and provide **examples of qualitative and quantitative evidence** to back up your claims. You should also provide **examples of the influence of student feedback** on your learning and teaching practice.

**(a) Context**

**Set the context** for the work/project you are outlining in your application, including how your work supports your overall learning support approach/philosophy.

**(b) Individual Excellence:** Articulate and critically analyse your learning support approach and why it’s important for the enhancement of your learners’ experience. In order to be shortlisted, you must provide sufficient qualitative and/or quantitative evidence of the impact of your approach on the learners’ experience.

**(c) Raising the profile of Excellence:** Evaluate how you are leading colleagues within your area (or beyond), and how you are influencing the ways in which your area (or beyond) provides support for learning. Provide evidence of the impact of this work on colleagues and area (or beyond).

**(d) Developing Excellence:** Outline a range of the professional development activities you have undertaken and evaluate how these activities have informed your learning support work.