Pedagogic Support Awards

1. **Nomination**:
   Staff can be self, or peer nominated. The nomination form must be completed and returned to CTL on, or before, 28th October, 2022.

2. **Initial submission (faculty level)**:
   This submission, either written to a max of 1,500 words or recorded/narrated format no longer than 8 minutes, should incorporate an overarching philosophy upon which your approach is grounded followed by an overview of your approach to, and achievements in, supporting learning, teaching and assessment. Evidence in support of this statement should include:

   - A narrative describing the type of support offered in relation to learning, teaching and assessment supported by some samples where possible
   - Evidence of impact on student learning teaching and/or assessment as a consequence of your work
   - A written statement, no longer than 500 words, from a peer who can speak to your approach to supporting learning, teaching and assessment

   This submission should be saved as one file named as SurnameFirstnameFaculty (eg. SmithJaneKBS) and emailed to CTL@ul.ie by noon on Thursday 5th January, 2023.

3. **Shortlisting at Faculty level**:
   The applications are reviewed by a faculty panel, established by the Faculty Dean. This panel is comprised of:

   - Faculty Dean, or nominee
   - Two additional academics from within the discipline with recognized teaching expertise (at least one must be external* to UL)
   - Head, Centre for Transformative Learning (Chair)
   - Current or past students (min 1, max2)
     *external panel member should not be from one of our Regional Partners e.g. LIT or MIC

The panel reviews all faculty submissions, according to award criteria with a view to recommending one winner (from each category) to progress to the overall institutional award. All submissions will receive written feedback for consideration in the further development of their portfolio and practice once all Faculty panel meetings have taken place.

<u>Award Criteria</u>

- Impact on student or staff as a consequence of your support.
- Impact for learning (outcomes, assessment, feedback that engages and improves learning or delivery in some instances).
- Enhancement and improvement (commitment to CPD, continuous reflection and ongoing development of approach).
- Expertise and/or discipline-specific concerns (clear command of subject, fluency, integration, linking, mapping that expertise with student, grappling with key (or threshold) concepts, addressing issues of particular challenge/importance within the discipline).

4.   <u>University Award level</u>
The final shortlist of faculty winners will progress for consideration for the University Excellence in Teaching Award. There are two elements to this submission where candidates can:

- Review and resubmit their above statement which should include evidence of the effectiveness of their support including overall philosophy of approach, planning, preparation, performance, effectiveness and impact (not to exceed 4,000 words or recorded/narrated format no longer than 21 minutes). This submission should be saved as one file named as SurnameFirstnameFaculty and emailed to CTL@ul.ie by noon on Wednesday 3rd May, 2023. For recordings please see details for submitting via [HEA Net on our website](#).

- Present their approach to learning, teaching and assessment to the international panel, comprised of expert teaching and learning specialists from Ireland and the UK, who will adjudicate the awards. This presentation should be no longer than 15 minutes in duration and members of the UL community will be invited to attend.

5.   <u>Recognition and acknowledgement</u>
UL award winners will normally receive their awards during conferring ceremonies. The overall Institutional Winner will receive a financial award of €3,000 to enable the development of their scholarship of learning and teaching through publication of an appropriate output.

Please note that applicants can engage in the process once in a three-year period. The rationale for this stipulation is that it allows enough time for the individual to evolve and develop their practice based on feedback and to reflect on it within a portfolio. The experience of reflecting on your teaching should strengthen your practice as a teacher and should put you in a stronger position when you enter a subsequent time.