University Teaching Excellence Awards

Guidance for claimants

**Generic guidance for claimants to all awards**

When completing the form attached for any of the Awards, please take note of the following:

* In a nutshell, you must present a reflective account of your particular contribution to excellence in learning, teaching and/or assessment or an innovation which has had an outstanding effect on student learning.
* Please make sure that you have read the [CCCU Learning and Teaching Strategy](https://www.canterbury.ac.uk/learning-and-teaching-enhancement/strategies/learning-and-teaching-strategy.aspx), are clear how your claim relates to it, and include how you are addressing one or more of the nine principles.
* Make sure that the **evidence** you select clearly demonstrates benefit to students. It is recommended that you use student data or testimonials support your claim.
* If applicable, demonstrate to what extent you have **inspired other colleagues and stakeholders** to follow your example. To demonstrate this, you may use supporting data and/or evidence of peer approval (conference invitation, publication, [PRISM](https://blogs.canterbury.ac.uk/prism/) case study, etc.)
* The panel are particularly interested in approaches which could be replicated either across the University or to your discipline/professional service in other universities.
* Have a clear focus to your claim – you should choose examples of practice which show how you go beyond what would be expected of a ‘good’ teacher.
* Demonstrate how you have engaged with scholarship and research in learning and teaching (your own or as a reference/inspiration). Successful claims are clearly underpinned by scholarship and research.
* Don’t be afraid to be **celebratory** in tone. This can feel uncomfortably like boasting but the panel want to be inspired by you.
* You can include images, diagrams and photographs if you wish and use sub-headings where necessary.
* Successful claims often read like case studies and tend to be **reflective** so that the panel can gain insight into the process which is behind the practice.
* Your claim should be **2,000 words long maximum** (the panel will stop reading beyond 2,000 words), excluding references/bibliography and appendices, but including in-text quotes, tables and diagrams. You may attach relevant material in an appendix but this should be kept to a minimum.
* Your submission should be **supported by your Head of School** (or equivalent) with a short letter (250-400 words) highlighting your contribution with reference to the relevant Learning and Teaching Strategy principle/s.
* Please use **1.5 spacing** as it makes it a lot easier to read.

**Guidance for the Early Career Award**

Individuals eligible for this category are any CCCU members of staff who teach or support learning on a CCCU taught programme, programme or learning project, and have been **working in HE for five years or less**. To note that this includes HE in FE. Applicants will need to state when (and if not at CCCU, where) they first started working in HE.

The Award winning individual will receive **£250**. The application should provide an indication of how the award money will be used to further the work or to disseminate it.

**Guidance for Academic Teaching Excellence Award (two individual awards available)**

Individuals eligible for this category are any CCCU members of staff who teach on any CCCU programme or suite of programmes at any level of study. The panel would be particularly interested in submissions which highlight one of the following (please state which one in your claim):

* Enhancement
* Inclusivity
* Technology-enhanced learning
* Practice or work-based learning
* Sustainability in the curriculum
* Promotion of student and staff mental health and wellbeing in the programme/s

The Award winning individual will receive **£250**. The application should provide an indication of how the award money will be used to further the work or to disseminate it.

**Guidance for the Professional Services Award**

Individuals eligible for this category are any CCCU members of staff who supports learning in a professional service or technician role. Your input can relate to a specific programme or suites of programme, a specific School/Service within the University, and/or a specific project/innovation as part of your role.

The Award winning individual will receive **£250**. The application should provide an indication of how the award money will be used to further the work or to disseminate it.

**Guidance for the Team Award**

The purpose of the award is to recognise, reward and celebrate collaborative work to promote teaching excellence and to create a proactive learning community within CCCU.

The Team UTEA is awarded to a collaborative group or team (two or more people) who can demonstrate an outstanding contribution to learning, teaching and/or assessment practice within the University. A group/team is made of two or more members of CCCU staff who teach or support learning on a CCCU taught programme, group of programmes or specific learning project. A team can be made up of academic, technical and professional services staff, and staff members of the Student Union.

The **role of each individual member** of the team should be explained clearly as part of the submission, as well as the overall work of the team.

The Award winning team will receive **£750** (grant for continuation or dissemination of work). The application should provide **an indication of how the award money will be used** to further the team’s work or to disseminate it.

**How Is The Award Judged?**

The award scheme is judged by a panel chaired by the Director of Learning and Teaching, with staff from Learning and Teaching Enhancement, a member of the Student Union, a National Teaching Fellow, and an academic member of staff relatively new to HE.

The criteria used by the panel to determine award winners are:

* It is clear how the claim relates to the Learning and Teaching strategy and promotes one of more of the key principles
* There is compelling evidence that the individual or team have made an outstanding contribution to student learning and/or engagement
* The basis of the claim demonstrates innovative approaches beyond expected standards
* The claim is underpinned by scholarship and/or research (which may include the team/individual claimants’ own)
* [For Team Award only] There is a good rationale for the use of award to further the team’s work or research dissemination

As the awards are limited to one (or two in the case of the Academic Teaching Award), it is a competition. Unsuccessful teams will be given feedback on how their submission could be improved and are welcome to submit again in a subsequent year.