



Regional Teaching Excellence Awards Guidelines

You are invited to an initial information session online on October 6th, 2025. Here is the link to [join the meeting](#).

1. Nomination Stage:

The Regional Teaching Excellence Award is open to all staff who teach at MIC, UL and TUS who have not received the award in the last five years.

Staff can be self-nominated or nominated by a colleague, including a Head of Department/Function. The nomination form must be completed by Tuesday October 14th, 2025.

2. Shortlisting Stage

This submission should incorporate an initial teaching philosophy statement followed by an overview of your pedagogical approaches to, and achievements in, learning, teaching and assessment. This might include curriculum planning and design, assessment and feedback, influencing or leading change, and your commitment to professional development (no more than 1,500 words). You should include evidence of feedback from students, which will support a final portfolio, in an appendix.

Please see the Regional Partners Indicators of Excellence (Appendix 1), which will provide a helpful framework to document and reflect on your teaching.

Please provide a title page (not included in word count) to include nominee name, faculty, department, institution, discipline and number of years teaching. This submission should be saved as one file named as Surname_Firstname and emailed to Dr Catherine-Ann O'Connell: catherineann.oconnell@tus.ie by Tuesday 9, December 2025.

The applications will be reviewed by external experts. A maximum of three applications from each partner institution from within the regional cluster will be shortlisted.

3. Final Portfolio Stage

The shortlisted institutional applicants will progress for consideration for the Regional Teaching Excellence Award. There are two elements to this submission where candidates:

1. Develop their portfolio, based on the initial submission (not to exceed 4,000 words, excluding tables, appendices, cover page etc.)
2. Include a sample of their recorded teaching, which can be one teaching session, or two teaching sessions, totalling up to 20 minutes.

This submission should be saved as one file named as: Surname_Firstname and emailed to Dr Catherine-Ann O'Connell: catherineann.oconnell@tus.ie on Monday 13, April 2026.

The applications are reviewed by an external international panel who will adjudicate the awards and provide comprehensive feedback to all candidates.

4. Recognition and acknowledgement

All finalists will be invited to attend an RTEA awards ceremony where their individual achievements will be celebrated. They will also be invited to join the Regional Teaching Excellence Fellowship network.

The regional award winner will receive a financial award of €3,000 which will be paid into an institute account, and can be used to:

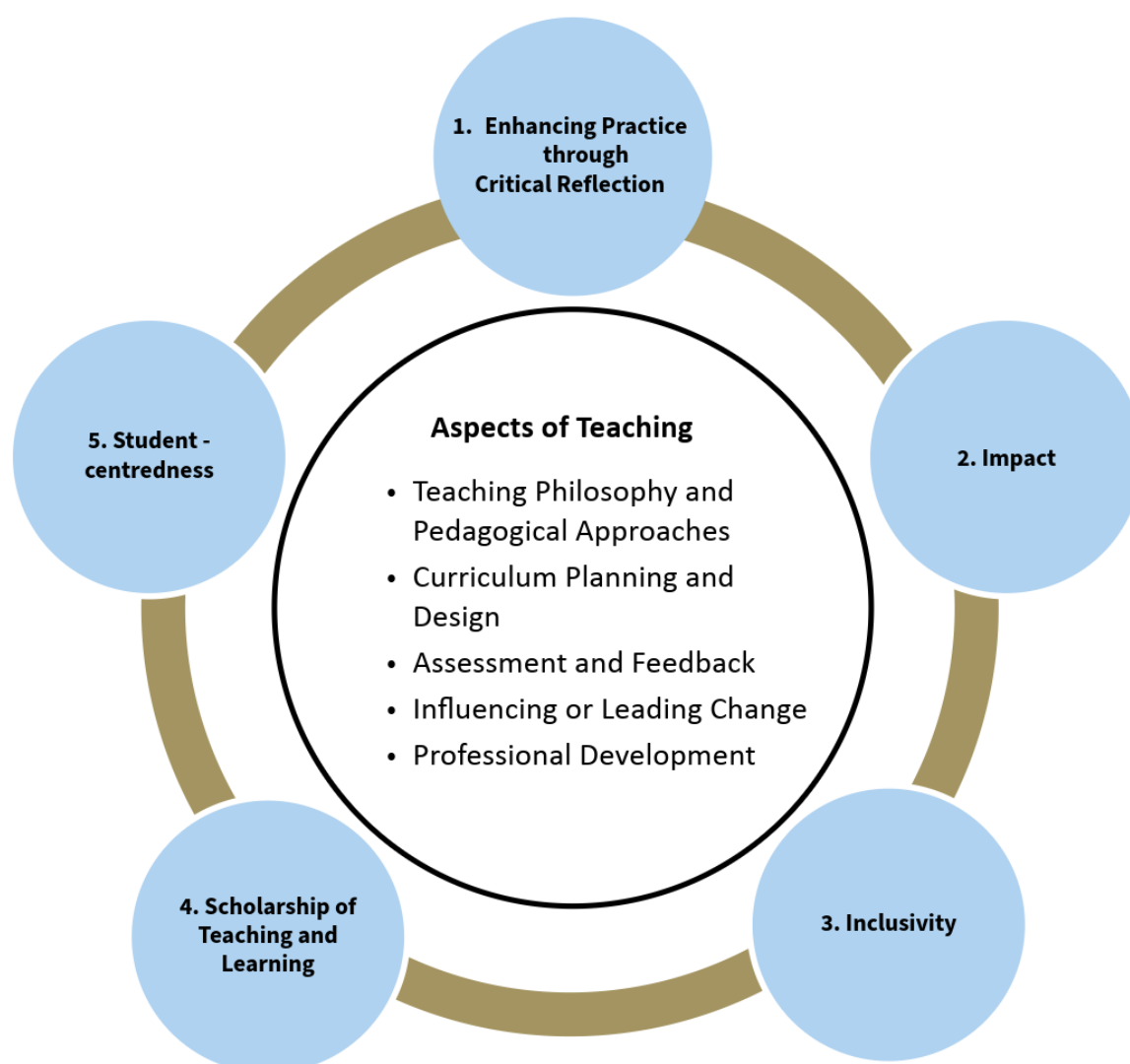
- Support teaching and learning enhancement.
- Support professional development in teaching and learning.
- Disseminate teaching and learning enhancement and practices.
- Develop and/or disseminate teaching and learning resources.
- Support research related to teaching and learning, including dissemination.

5. Future participation

Please note that applicants who were not shortlisted previously may apply again at any stage. Finalists can engage once again after a three-year period. The rationale for this stipulation is that it allows 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 submit a subsequent application.

Appendix 1

Regional Teaching Excellence Award Indicators of Excellence



RTEA Indicators of Excellence, adapted from Ka Yuk Chan and Chen (2023)

Table: RTEA Indicators of Excellence, adapted from Ka Yuk Chan and Chen (2023)

	1. Enhancing Practice Through Critical Reflection	2. Impact	3. Inclusivity	4. Scholarship of Teaching and Learning	5. Student-centredness
Aspect of Teaching					
Teaching Philosophy and Pedagogical Approaches	Provides a rationale for the selection of pedagogical approaches including digitally enhanced learning as appropriate.	Reflecting on the impact of current working practices and context on self.	Creating an equitable learning environment informed by the principles of inclusive practice.	Applying research- and evidence-based knowledge to enhance learning, teaching and assessment practices.	Commitment to active and applied approaches to learning.
Curriculum Planning and Design	Programme and module design that incorporates latest developments in the discipline and underpinned by critical reflection.	Evidence of well-designed curricula that enable student learning.	Curriculum design is appropriate for a diverse range of learners informed by the principles of inclusive practice.	Using scholarship to inform curriculum review and design.	Supportive of active, student-centred approaches to learning that engage students and build towards students as partners in their learning.
Assessment and Feedback	Adopting assessment and feedback approaches that encourage critical thinking and independent inquiry.	Assessment design to include assessment of, for and as learning.	Designing assessment and feedback approaches taking cognisance of diverse learners.	Using scholarship to inform assessment and feedback design.	Assessment design that encourages the development of transferable and transversal skills.
Influencing or Leading Change	Influencing positive changes to practice which may include a variety of contexts.	Improving the quality of teaching in the academic community through sharing practices and approaches.	Exploration and engagement with diverse groups to enhance teaching practices.	Conducting research and disseminating findings through publications and Workshops.	Influencing or leading change to support active student-centered approaches to learning.
Professional Development	Demonstrating a commitment to continuous professional development informed by current HE priorities.	Evidence of sustained reflective practice for personal and professional development.	Engaging in professional development to support diverse groups of learners.	Engaging in professional development focusing on contemporary approaches to disciplinary/subject knowledge and pedagogies.	Exploration of student-centred approaches and the development of practice.