

Annual UFS Learning and Teaching awards: Rubric							DEPARTMENTAL TEACHING AND LEARNING AWARD	
Applicant name:								
0 - Not included		1 - Development and/or evidence needed		2 – Developing		3 - Acceptable	4 - Noteworthy	5 - Exceptional
1. Participation / Engagement collectively								
	0	1	2	3	4	5	Comment / Justification	
1.1 Evidence of <b>participation and engagement in L&amp;T activities</b> such as CoPs, working groups, curriculum development, informal/formal L&T groups, etc. by a substantial part of the department.								
1.2. Evidence of attendance of <b>development and training in L&amp;T</b> such as workshops, training, courses, etc. by a substantial part of the department.								
1.3. Evidence of <b>providing support, mentoring or coaching in L&amp;T</b> through initiatives such as training, presenting workshops, etc. internally to the department, faculty, institution or nationally/internationally.								
1.4. Evidence of a number of <b>L&amp;T conference presentations</b> by a number of departmental staff members.								
1.5. Evidence of a number of <b>research outputs</b> , articles and other publications related to L&T from various departmental members.								
1.6. Evidence of involvement in the <b>promotion and improvement initiatives of L&amp;T</b> such as committees, task teams, curriculum review panels, forums, professional bodies, HE forums, etc. by various departmental members.								
1.7. Evidence of <b>recognition of L&amp;T</b> in the department such as awards, promotions, funding received etc.								
<b>Total for section</b>	<b>/35</b>						<b>0</b>	
2. Quality and impact of L&T engagement and participation collectively								
2.1. Provides a <b>departmental L&amp;T philosophy</b> that describes a collective learning-centred approach.								
2.2. Overall, the portfolio clearly demonstrates the department's <b>evidence-based approach</b> to learning and teaching.								
2.3. There is evidence and/or reflection of the <b>impact and takeaways</b> related to development and training of L&T through the attendance of <b>workshops and training opportunities</b>								
2.4. There is evidence of <b>impact</b> made on L&T (on a modular, departmental, institutional, or national level, etc.) <b>through research outputs, articles and other publications.</b>								

2.5. There is evidence of <b>impact</b> made on promoting continuously improving L&T (on a modular, departmental, institutional, or national level, etc.) through the engagement and participation in <b>committees, task teams etc.</b> It can include <b>commitment shown to improve L&amp;T in the department</b> , such as curricula, promoting graduate attributes, to improve learning etc.							
2.6. The department responds to internal and external feedback, reviews, trends and needs in L&T to make <b>changes and improve L&amp;T continuously</b> to stay locally and globally relevant.							
2.7. There is evidence of an <b>overall, collective drive in the department to participate and engage</b> in L&T activities and initiatives by a substantial part of department members.							
<b>Total for section</b> /35							<b>0</b>
<b>3. Professional presentation</b>							
3.1. Professional according to academic and research writing standards.							
<b>Total for section</b> /5							<b>0</b>
<b>TOTAL:</b> /75							<b>0</b>
<b>TOTAL:</b> /100%							<b>0</b>