PROFFORMANCE
International Higher Education Teacher Award 2024/25

Evaluation criteria

In the appication there are detailed references and justification to both the chosen main category and the selected main horizontal priority, as much as possible.

1. Policy and strategic objectives	(0-4 points)

Each reference is 1 point if properly justified. Even if the applicant ticks all levels, if it is not properly justified, no points can be awarded.

Policy and strategic objectives are in line with policy documents in both the chosen main category and the selected main horizontal priority.

EHEA/EU policy documents	0-1 point
National priorities	0-1 point
Institutional strategies	0-1 point
Individual/group innovative idea	0-1 point

2. Methodology	(0-8 points)
The applicant describes **step by step the methodology used**	
The applicant explains and justifies why the **methodology** used is **innovative**	
The methodology used is **relevant to the chosen category**	
The methodology reflects to both the chosen category and the horizontal priority	
The methodology used consequently **led to a well described, specific outcome**	

3. Tools, equipment, technology used	(0-8 points)
The applicant applies **new, innovative tools, equipment, technology**	
The applicant applies innovative, **new methods** in using tools, equipment and technology	
The applicant uses tools, equipment, technology **in a new learning environment**	

The applicant encourages/teaches students/develop their skills to use
- **new, innovative tools, equipment, technology**
- **new methods in using them**
- **in a new learning environment**

4.	Outcomes and outputs, main results	(0-6 points)

The applicant describes the **outputs, outcomes and results clearly and in a structured way**

The outputs are **measurable and/or visible, e.g. justified.**

The outputs and results are **in line with the main EHEA goals** described in Paris/Rome Communiqué.

5.	Lessons learnt	(0-6 points)

The applicant describes **good solutions/successfully solved problems/sober decisions made** which led to successful implementation

The applicant describes **mistakes/wrong decisions** which should be avoided (either happened or not)

The applicant describes **how to avoid possible mistakes during implementation**

6.	Adaptability and sustainability of the best practice (for other institutions)	(0-6 points)

The good practice **can be adapted in other institutions** as well

The applicant details **how the good practice can be adapted** at other institutions

The applicant describes how the **long-term use of the good practice is possible or planned or assured**

7.	Promotion of good practice	(0-6 points)

The applicant describes **at which level** the good practice is promoted (scope)

- EU/EHEA/International level
- National level
- Institutional level

The applicant describes **on which channels** and **in what forms** the good practice is promoted (channels – web, newsletters, social media, etc.)

The applicant describes the **outreach and impact of the promotion** activities
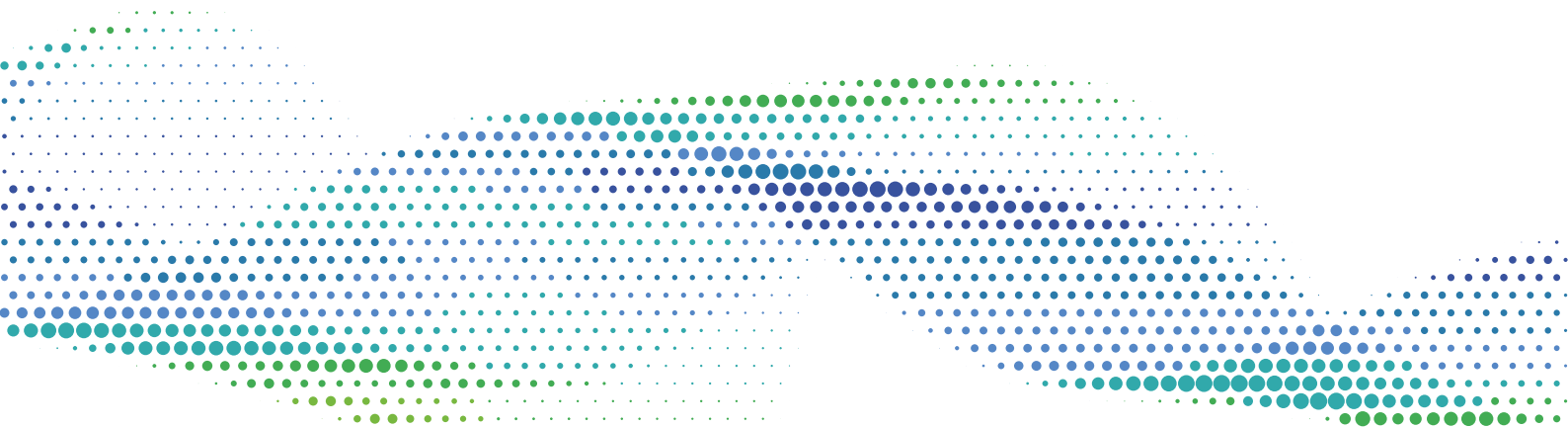
8.	Scope and impact of the good practice	(0-3 points)

Each reference is 1 point if the impact is properly justified. Even if the applicant ticks all levels, if it is not properly justified, no points can be awarded.

The applicant describes the long-term impact of its good practice at	
• Course/department level and/or Faculty level	0-1 point
• Institutional level and/or Cross-institutional level	0-1 point
• National level and/or EU/EHEA/International level	0-1 point

Content of justification:

How the results have longer (medium and long) term impact and how it is described
How the impacts are in line with the main EHEA goals described in Paris/Rome Communiqué.

9.	Horizontal priorities	(0-20 points + 0-15 points)

For the main horizontal priority 20 points can be reached.

For the other horizontal priorities (max 3) 0-5 points can be received.

Digitalization as main horizontal priority 1. How well did the digital platforms and tools used in the course facilitate content delivery and accessibility? 2. To what extent did the digitalized course design promote active student engagement and interaction? 3. How effectively did the digitalized course guide students in developing their digital competences, including the safe and ethical use of digital technologies? 4. How effective were the digital methods used for assessing student performance and providing feedback?	0-20 points
Digitalization as an other horizontal priority The categories (max 5) chosen are properly justified –not only the number of categories chosen is count but the quality and relevance of justification and reasoning.	0-5 points
Internationalization as main horizontal priority 1. How well diverse international/intercultural perspectives and global issues were integrated in course content and delivery? 2. How effectively did the course promote collaboration and networking among students, teachers and stakeholders from various countries? 3. How effectively did the course adapt its teaching strategies to cater to the diverse educational, cultural backgrounds and academic culture of (international) students? 4. To what extent did the course contribute to the development of global/international/ multicultural competence among students?	0-20 points
Internationalization as an other horizontal priority The categories (max 5) chosen are properly justified –not only the number of categories chosen is count but the quality and relevance of justification and reasoning.	0-5 points
Inclusion and diversity as main horizontal priority 1. To what extent was the course designed and learning organized to be inclusive and diversity-sensitive? 2. How well did the course ensure accessibility and accommodation for students with diverse needs and abilities? 3. How effectively did the course adapt its teaching methods to accommodate the diverse students' needs? 4. How inclusive were the assessment methods and feedback processes used in the course?	0-20 points
Inclusion and as an other horizontal priority The categories (max 5) chosen are properly justified –not only the number of categories chosen is count but the quality and relevance of justification and reasoning.	0-5 points

9.	Horizontal priorities	(0-20 points + 0-15 points)
Sustainability as main horizontal priority 1. To what extent does your course content explicitly cover topics related to sustainable development and sustainability? 2. How well did the applied teaching methodology and learning activities contribute to developing students' competences in sustainability and sustainable development? 3. How effectively did the course assess students' understanding and application of sustainability principles? 4. To what extent does your course provide opportunities for students to engage with sustainable development challenges (e.g. SDGs or related it to them) through real-world contexts or community partnerships?		0-20 points
Sustainability as an other horizontal priority Applicants may get extra points (0-6) here for aspects not covered in the above categories or for special excellence		0-5 points

10.	Overall evaluation of the application	(0-6 points)
Main assets and strengths of the application The categories (max 5) chosen are properly justified –not only the number of categories chosen is count but the quality and relevance of justification and reasoning.		

11. Overall results	Summary of points
TARGET	**Max points**
Student recommendation	2 points
Policy and strategic objectives	4 points
Methodology	8 points
Tools, equipment, technology used	8 points
Outcomes and outputs, main results	6 points
Lessons learnt	6 points
Adaptability and sustainability of the best practice (for other institutions)	6 points
Promotion of good practice	6 points
Scope and Impact of the good practice	3 points
For the main horizontal priority	20 points
For the other horizontal priorities (max. 3 priority)	15 points (for each max. 5 points)
Special assets of the application	6 points
SUMMARY OF RESULTS	**90 points**