**Solent Excellence in Teaching Award Submission Form**

**Applicant’s Personal Details - Cover Sheet and Declaration**

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| **Applicant Information** | | | | | | | | | |
| Title: |  | | | Surname: |  | | First name | |  |
| School/Department: | | |  | | | | | | |
| Job title: | | |  | | | | | | |
| Email: | | |  | | | | | | |
| Telephone: | | |  | | | | | | |
| Total number of years of experience of teaching and supporting learning in HE: | | | | | |  | | | |
| **ANY Existing Teaching Qualifications and Accreditation** | | | | | | | | | |
| Qualification: |  | | | Institution: |  | | | Date: |  |
| Qualification: |  | | | Institution: |  | | | Date: |  |
| Any existing accreditation: | |  | | | | | | | |

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| **Please type your name or add an electronic signature and date this form below.**  I declare that the information provided on this form is accurate to the best of my knowledge.  I understand that in order to assess my application, the information and application supplied will be made available to the Award Panel. All information will be treated as confidential and only used for the purposed of making decisions.  Signature: Date: |

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| **Dean of School or Director/Head of Professional Service**  Please type your name or add an electronic signature and date this form below.  I declare that the information provided on this form is accurate to the best of my knowledge.  Name:  School/Professional Service:  Signature: Date: |

**SUBMIT APPLICATION by midnight on Sunday 8th December electronically to** [slti@solent.ac.uk](mailto:slti@solent.ac.uk).

Please use the following naming convention for all submitted files:

<Initial.Surname\_schoolORservice\_DocumentName> [e.g. J.Bloggs\_SADF\_Claim or Other\_StudentServices\_Claim]

**(Evidence against each Award Criterion will be scored (0-5) by reviewers) – Please see appendix 1 for the scoring criteria**

|  |  |
| --- | --- |
| **Criterion 1: Individual excellence**  Evidence of enhancing and transforming student outcomes and/or the teaching profession; demonstrating impact commensurate with the applicant’s context and the opportunities afforded by it. | |
|  | |
| Word count for evidence against Criterion 1 (maximum 500 words) | Enter word count here: |

|  |  |
| --- | --- |
| **Criterion 2: Raising the profile of excellence**  Evidence of supporting colleagues and influencing support for student learning and/or the teaching profession; demonstrating impact and engagement beyond the applicant’s immediate academic or professional role. | |
|  | |
| Word count for evidence against Criterion 2 (maximum 500 words) | Enter word count here: |

|  |  |
| --- | --- |
| **Criterion 3: Developing excellence**  Evidence of the applicant’s commitment to and impact of ongoing professional development with regard to teaching and learning and/or learning support. | |
|  | |
| Word count for evidence against Criterion 3 (maximum 500 words) | Enter word count here: |

|  |  |
| --- | --- |
| **Total word count for application (excluding references)** |  |

**Statement of Support form (recommended)**

A supporting statement to confirm the veracity and strengthen the claim made within the application is recommended.

This Statement of Support should be completed and signed by your Dean of Academic School or Head of Subject or Director/Head of Professional Service. It is recommended that the nominee’s claim is read prior to composing this statement.

In particular, the statement should:

* Endorse the validity of the applicant’s claim for outstanding impact, provide a context within which the applicant has been identified as having outstanding impact, provide confirmation of support of the applicant, should they be successful;
* Provide any additional supporting information which might be most appropriately expressed by the Dean of School, Head of Subject, Director/Head of Professional Service, rather than the applicant themselves;
* Sign and provide your name, job title, signature and date.

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|  |
| Name:  Job Title:  School/Professional Service:  Signature:  Date: |

Appendix 1: Scoring rubric (based on Advance HE’s National Teaching Fellowship scheme)

Reviewers use the scoring rubric below to ‘score’ each of the three parts of the applicants claim against each of the three award criteria (i.e. an overall maximum score of 15 from each of the two reviewers):

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 5 Points | 4 Points | 3 Points | 2 Points | 1 Point | 0 Point |
| Overall | The applicant provides  outstanding evidence of their impact on student outcomes and the teaching profession,  commensurate with their context | The applicant provides very good evidence of their impact on student outcomes and the teaching profession, commensurate with their context | The applicant provides good evidence of their impact on student outcomes and the  teaching profession,  commensurate with their context | The applicant provides satisfactory evidence of their impact on student outcomes and the teaching profession,  commensurate with their context | The applicant provides limited evidence of their impact on student  outcomes and the teaching profession,  commensurate with their context | The applicant provides poor/no evidence of their impact on student outcomes and the teaching profession,  commensurate with their context |
| **Criterion 1: Individual Excellence** | outstanding evidence  of having enhanced  both student outcomes  and the teaching  profession  fully demonstrates having a transformative impact  on students and teaching | very good evidence of having enhanced both student outcomes and the teaching profession  clearly demonstrates having a transformative impact on students and teaching | good evidence of having  enhanced both student  outcomes and the teaching profession  demonstrates having a transformative impact on students and teaching | satisfactory evidence of having enhanced both  student outcomes and the teaching profession  partially demonstrates  having a transformative impact on students and/or teaching | limited evidence of  having enhanced both  student outcomes and the teaching profession  rarely demonstrates  having a transformative  impact on students and/or teaching | poor/no evidence of having enhanced student outcomes  and the teaching profession  fails to demonstrate having a transformative impact on students or teaching |
| **Criterion 2: Raising the profile of excellence** | outstanding evidence of having supported  colleagues, going beyond the applicants academic or professional role  fully demonstrates the  impact of influencing  support for student  learning and teaching | very good evidence of  having supported  colleagues, going beyond  the applicants academic  or professional role  clearly demonstrates the impact of influencing support for student learning and teaching | good evidence of  having supported  colleagues, going beyond  the applicants academic  or professional role  demonstrates the  impact of influencing  support for student  learning and/or teaching | satisfactory evidence of having supported  colleagues, going beyond the applicants academic  or professional role  partially demonstrates  the impact of influencing  support for student  learning and/or teaching | limited evidence of  having supported  colleagues, going beyond  the applicants academic  or professional role    rarely demonstrates  the impact of influencing  support for student  learning and/or teaching | poor/no evidence of  having supported  colleagues, going beyond  the applicants academic  or professional role  fails to demonstrate  the impact of influencing  support for student  learning and/or teaching |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 5 Points | 4 Points | 3 Points | 2 Points | 1 Point | 0 Point |
| **Criterion 3: Developing Excellence** | outstanding evidence  of the applicants  commitment to ongoing  professional development  fully demonstrates the  impact of ongoing  professional development  on students outcomes  and teaching | very good evidence  of the applicants  commitment to  ongoing professional  development  clearly demonstrates the impact of ongoing  professional development  on students outcomes  and teaching | good evidence  of the applicants  commitment to  ongoing professional  development  demonstrates the impact of ongoing  professional development  on students outcomes  and teaching | satisfactory evidence  of the applicants  commitment to  ongoing professional  development  partially demonstrates the impact of ongoing  professional development  on students outcomes  and/or teaching | limited evidence  of the applicants  commitment to  ongoing professional  development  rarely demonstrates the impact of ongoing  professional development  on students outcomes  and/or teaching | poor/no evidence  of the applicants  commitment to  ongoing professional  development  fails to demonstrate the impact of ongoing  professional development  on students outcomes  and/or teaching |