

Solent Excellence in Teaching Award (SETA)

(Part of the Solent Staff Award)

Guidance notes for applicants

What is the Solent Excellence in Teaching Award?

The Solent Excellence in Teaching Award is significantly based on the Advance HE (previously known as the Higher Education Academy) National Teaching Fellow (NTF) scheme. The purpose of the Solent Excellence in Teaching Award, in line with the Teaching Excellence and Student Outcomes Framework (TEF), is to recognise, reward and celebrate individuals who have made an outstanding impact on students' learning, outcomes and/or the teaching profession.

The scheme is organised and run by the Solent Learning and Teaching Institute (SLTI) with support from People and Development (P&D) and forms part of the Solent Staff Awards. The Scheme was successfully launched in 2018/19 and we are now launching the second iteration. One individual award will be made in recognition of outstanding impact. The award holder will be celebrated at the Solent Staff Award ceremony administered by the P&D. The award holder will also be allocated up to £2,500 as part of the SLTI's seed funding initiative in the year following the award with the aim of contributing towards developing the award winner's career and to support their NTF/Principal Fellow claim and related activities. The SLTI will promote the winner's work and showcase their contribution to student outcomes, learning and the teaching profession through the "Learning and Teaching" website, www.solent.ac.uk/LAT. The SLTI will further enhance their teaching profile by supporting them to prepare for the subsequent Advance HE led NTF scheme and/or Principal Fellow of the HEA (PFHEA) application. On gaining an award, the individual has a role in becoming an ambassador of the scheme and supporting the ongoing enhancement of learning and teaching at Solent University.

The SLTI will form an Award Panel chaired by the Vice-Chancellor, which will play a pivotal role in the process. The panel advises on the criteria, the process of assessment and moderation, and the selection of the winner. The Panel includes representatives from Solent's Professional Recognition Group (PRG), P&D, and student representatives. This document provides detailed guidelines for applicants and for the preparation and submission of applications for the Solent Excellence in Teaching Award.

Who can apply?

Individuals can be in any role that contributes to the enhancement of the Solent student experience, students' learning, outcomes and the teaching profession. Staff must have completed their probationary period and are eligible to apply at any stage of their career and on any type of contractual arrangement - part-time, full-time, and non-permanent (fixed-term) and covering teaching, research and/or learning support. Staff can be teaching and/or supporting students. Applicants must be a Fellow (any category) of Advance HE and their claim should be based on their individual work rather than of a team as a whole (the Advance HE Collaborative Awards for Teaching Excellence (CATE) provides an award route for teams). The SLTI retains the right to process applications through anti plagiarism software.

How to apply?

Once you have read through the guidance notes to confirm you meet the criteria and would like to apply, you need to complete the Solent Excellence in Teaching Award Application Form.

The deadline for applications is midnight on Sunday 8th December 2019. Applications should be submitted electronically to slti@solent.ac.uk.

Timeline of award process

| | |
|---|--|
| Advance HE NTF Award launch | 14 th October 2019 |
| SETA launch date | Friday 18 th October 2019 |
| Deadline for SETA applications | Midnight on Sunday 8 th December 2019 |
| SETA Award Panel | W/C 16 th December 2019 |
| SETA Winner announced | January 6 th 2020 |
| Mentoring and support for institutional nominees to apply for NTF | January-March 2020 |
| Advance HE NTF Award closes for applications | 18 th March 2020 |

Solent NTF nominations

The Solent Excellence in Teaching Award aligns with Solent's NTF nomination process. The winner of the 2019/20 award and the 2018/19 winner will be supported and mentored through the process of submitting an NTF application by the 18th March 2020 deadline. The 3rd nominee for NTF will be drawn from the highest ranked commendation at the Award Panel.

Formatting requirements

The following conventions should be applied to the application. This is to ensure fairness and consistency in the review process across all applicants.

Final word count: All section headings, text within tables or diagrams, endnotes, numerical characters and references should be included in the word limit. The total sum should be stated at the end of the document. Please note, SLTI's panel reviewers are asked not to consider any words over the word limit.

Font size: 11 point, Trebuchet MS

Diagrams: are permitted. Any text appearing within the diagram should be added to the final word count.

Headers and footers: headers should be used for the nominee's name and nominating academic school/professional service and footers for page numbers.

Bibliographic References: can be included in the body text or put as endnotes (rather than footnotes) but need not be counted in the final word count.

Web-links, pictures and logos: these will not be taken into consideration in the review process therefore should be avoided.

File Saving: The following naming convention should be used for all submitted files: <Initial.Surname_school_service_DocumentName>; e.g. J.Bloggs_SADF_Claim or A.Other_StudentServices_Claim

The Award Panel reserve the right to reject any applications failing to adhere to these requirements. It is therefore the responsibility of the applicant to ensure that their application adheres to the requirements regarding formatting, required signatures and word limits. The SLTI will conduct a manual check on a sample of applications to ensure that documents meet the formatting and word limit requirements. An e-mail will be sent from the SLTI within a week of the deadline date to confirm receipt of each application.

Award criteria

All applications will be assessed on the evidence provided in the claim in relation to each of the three criteria. A statement of support completed and signed by your Dean/Head of Academic School/Professional Service or Head of Subject to confirm the veracity and strengthen the claim made within the application is recommended.

Criterion 1: Individual excellence

Evidence of enhancing and transforming student learning, outcomes and/or the teaching profession; demonstrating impact commensurate with the individual's context and the opportunities afforded by it. This may, for example, be demonstrated by providing evidence of the impact of: stimulating students' curiosity and interest in ways which inspire a commitment to learning; organising and presenting high quality resources in accessible, coherent and imaginative ways which in turn clearly enhance students' learning; recognising and actively supporting the full diversity of student learning requirements; drawing upon the outcomes of relevant research, scholarship and professional practice in ways which add value to teaching and students' learning; engaging with and contributing to the established literature or to the applicants own evidence base for learning and teaching.

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. This may, for example, be demonstrated by providing evidence of the impact of: making outstanding contributions to colleagues' professional development in relation to promoting and

Enhancing student learning; contributing to departmental/school/institutional/national initiatives to facilitate students' learning; contributing to and/or supporting meaningful and positive change with respect to pedagogic practice, policy and/or procedure.

Criterion 3: Developing excellence

Evidence of the applicant's commitment to and impact of ongoing professional development about learning and teaching and/or learning support. This may, for example, be demonstrated by providing evidence of the impact of: on-going review and enhancement of individual professional practice; engaging in professional development activities which enhance the applicant's expertise in learning and teaching support; specific contributions to enable significant improvements in students' outcomes and/or experience.

Please note that: applicants should address and make a specific claim against each criterion in turn; applicants should demonstrate impact on student outcomes over a sustained period; each of the three

criteria above is given equal consideration in the assessment process; applicants should not feel limited by the illustrative examples; these are designed to provide indicative types of evidence for each criterion; the scheme recognises inclusive learning and teaching, and thus individuals should demonstrate that they applying the principles of equality and diversity to their practice; the SLTI and the Award panel recognise that excellence in learning and teaching support will be situated within specific academic, professional contexts. Hence the nature of the academic/professional context and each individual applicant's opportunity to contribute will be taken into account and therefore should be made explicit in the submission; the scheme recognises impact and engagement beyond an applicant's immediate academic or professional role. An applicant may, for example, have made a significant contribution to learning and teaching in an area that falls outside their substantive role.

Review and selection process

Your application will be considered by the Award Panel based on the information you submitted against the three criteria. No information other than the claim and statement of support will be taken into consideration. The Award Panel will rate each application against each of the criteria and ensure they are equally weighted in the assessment process (see appendix 2). The Panel will not consider any words over the permitted word limits. The Award Panel will make recommendations, which are subsequently ratified by the Vice-Chancellor's Group (VCG). The University is committed to equality and diversity.

Outcome, publicity, and celebration

All applications will be informed of the outcome via email. The Directors/Head of Academic Schools/Professional Services will also be informed of the outcome on the same date. The award winner will be celebrated at the Solent staff award ceremony organised by P&D. The Solent Excellence in Teaching Award scheme is a competition and thus the Panel's decision is final. No appeals can be made against their decision.

Appendix 1: Further guidance on completing the application form

Applicants may find the following guidance helpful in completing their claim

Claim for Solent Excellence in Teaching Award: applicants are required to present their claim on the designated Excellence in Teaching Award Application Form.

The Claim should include examples of supporting evidence of impact against the three criteria which may include (but need not be confined to): student feedback and evaluations, feedback from peer observations, feedback from other national engagements, student support materials, work with other partner institutions and organisations quantitative data to indicate the scale, reach, or impact of the applicant's work. Individuals are encouraged to ensure that the student voice is made explicit in their application. Individuals from various academic disciplines or roles inevitably demonstrate different communication and analytical styles and this will be accounted for in the assessment process. There is no one 'style' that is expected in applications and examples will be assessed and marked for their contribution to the criteria as a whole.

Signed Statement of Support: 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/Head of Academic School/Professional Service or Head of Subject. It is recommended that the applicant'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 Director/Head of School/Professional Service (or equivalent), rather than the applicant themselves;
- Sign and provide your name, job title, signature and 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 | <p>outstanding evidence of having enhanced both student outcomes and the teaching profession</p> <p>fully demonstrates having a transformative impact on students and teaching</p> | <p>very good evidence of having enhanced both student outcomes and the teaching profession</p> <p>clearly demonstrates having a transformative impact on students and teaching</p> | <p>good evidence of having enhanced both student outcomes and the teaching profession</p> <p>demonstrates having a transformative impact on students and teaching</p> | <p>satisfactory evidence of having enhanced both student outcomes and the teaching profession</p> <p>partially demonstrates having a transformative impact on students and/or teaching</p> | <p>limited evidence of having enhanced both student outcomes and the teaching profession</p> <p>rarely demonstrates having a transformative impact on students and/or teaching</p> | <p>poor/no evidence of having enhanced student outcomes and the teaching profession</p> <p>fails to demonstrate having a transformative impact on students or teaching</p> |
| Criterion 2: Raising the profile of excellence | <p>outstanding evidence of having supported colleagues, going beyond the applicants academic or professional role</p> <p>fully demonstrates the impact of influencing support for student learning and teaching</p> | <p>very good evidence of having supported colleagues, going beyond the applicants academic or professional role</p> <p>clearly demonstrates the impact of influencing support for student learning and teaching</p> | <p>good evidence of having supported colleagues, going beyond the applicants academic or professional role</p> <p>demonstrates the impact of influencing support for student learning and/or teaching</p> | <p>satisfactory evidence of having supported colleagues, going beyond the applicants academic or professional role</p> <p>partially demonstrates the impact of influencing support for student learning and/or teaching</p> | <p>limited evidence of having supported colleagues, going beyond the applicants academic or professional role</p> <p>rarely demonstrates the impact of influencing support for student learning and/or teaching</p> | <p>poor/no evidence of having supported colleagues, going beyond the applicants academic or professional role</p> <p>fails to demonstrate the impact of influencing support for student learning and/or teaching</p> |

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