**TEMPLATE CRITICAL APPRAISAL FOR PLESE PROMOTION**

**Summary assessment of application**

Please write two or three paragraphs here. This section is important for summarising your assessment and context setting, including previous applications, career breaks and anything atypical that needs addressing. Please note that most criteria must be met for promotion. Therefore, if you have indicated that several criteria are not met, you should not support the application. Conversely, if all criteria are met, it should follow that the application is supported.

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| **PLESE Promotion Criteria** | **Comments & Feedback** Please specify clearly whether the criterion is met/partly met/not met and provide 1 or 2 sentence of evidence and / or examples. |
| 1. Excellent teaching at undergraduate or postgraduate level, which is leading edge and relevant to contemporary contexts | Met/partly met/not met. Paragraph of evidence/explanation |
| 2. Substantial and sustained contribution to successful innovation in teaching and learning. | Met/partly met/not met. Paragraph of evidence/explanation |
| 3. Significant contribution to the enhancement of the higher education student experience across the Faculty, University, or the wider higher education sector.  | Met/partly met/not met. Paragraph of evidence/explanation |
| 4. Published scholarship/research in aspects of higher education teaching and learning and the student experience.  | Met/partly met/not met. Paragraph of evidence/explanation |
| 5. Active and inspiring participation in activities for enhancing the student experience, which develops others. | Met/partly met/not met. Paragraph of evidence/explanation |
| 6. A clear and sustainable programme of teaching development and your related own professional development for the next three to five years. | Met/partly met/not met. Paragraph of evidence/explanation |
| 7. Successful completion of a higher education teaching qualification and a Senior Fellowship of the HEA | Met/partly met/not met. Paragraph of evidence/explanation |

Evidence of the impact of the contribution could include (but will typically not cover all of):

* Reputation as an excellent teacher e.g. Senior Fellow of the Higher Education Academy, Brookes Teaching Fellowship Excellence and Innovation Award, Student Led Teaching Award, advising for other universities, external examining, external validation panel member, invited workshops/course, consultancy, guest speaker invitations, organisation of conferences, seminars and workshops on topics related to the student experience, contribution to policy, procedures or practice for sector bodies or university committees.
* Demonstrable expertise in teaching across a range of higher levels e.g. numbers of higher degree students under supervision; success rates in higher degree completions and quality of submissions; contribution to department/faculty postgraduate teaching and preparation programmes; mentoring of postgraduate students; peer recognition of contributions to postgraduate education.
* Evidence of innovative teaching and learning practices e.g. integration of technology enhanced learning, successful activities which involve students as partners in their learning, contribution to student support.
* Evaluations of the impact of innovations e.g. analysis of student attainment, analysis of student feedback, external examiner feedback, peer observation, evaluation reports, programme and faculty annual reviewers, action research.
* A significant contribution to the learning and assessment process e.g. curriculum development, embedding inclusive practices, programme redesign to improve assessment practices or develop employability, and assessment and evaluations of this contribution.
* Pedagogic research, as demonstrated by publications and citations, editorial board membership, journal reviewing. Success in securing funding for teaching and learning developments/innovations or pedagogic research.
* Scholarship as demonstrated by dissemination of small scale practitioner research and case studies of practice, engaging in a community of scholarly teachers, leading innovations and enhancements which are informed by relevant literature, research informed teaching or involving students in undergraduate research, and its impact on departmental, disciplinary or institutional practices.
* Mentoring and supporting less experienced staff in the development of their teaching and learning practice e.g. running staff development workshops, developing and using coaching skills, supporting Associate Lecturers or colleagues in ACPs, running writing groups. Introducing procedures which support less experienced staff e.g. assessment calibrations, peer observation.

**COMPLETED ON BEHALF OF FACULTY BY:**

**SIGNED:**

**DATE:**

**NB more than one person should be involved in preparing the critical appraisal e.g. a small committee OR one of PVC Dean / ADESE / ADRKE completes the template and another reviews and comments. (NB This may not be possible in directorates).**

**The applicant should be aware of the content of this document and whether their application is supported or not.**