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**ACADEMIC PROMOTION**

**PRO FORMA TEACHING REPORT**

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| Candidate’s Name: |  |
| Department/School: |  |
| Faculty: | Choose an item. |
| Level of promotion sought: | Choose an item. |

**Applies to staff seeking promotion to associate professor or professor using evidence against any of the Education criteria described in the** [**Academic Promotions Framework**](http://www.bristol.ac.uk/media-library/sites/hr/documents/academic-promotion/framework.pdf)**, which includes those on pathway 2. Note also that the candidate may include teaching evidence in other criteria, such as those under Leadership & Citizenship.**

Please complete the sections as appropriate, providing your critical and honest assessment of the evidence given in their application, using clear examples to support your statements and referencing the criteria evidence as required (E-1, E-2, etc.). Please take into account when providing supporting evidence the context of the level of promotion for which the individual is being considered as described in the Academic Promotions Framework, e.g. Associate Professor or Professor. Also, where a candidate has marked any of their evidence as ‘Outstanding’, it is especially important that you verify the evidence and confirm whether it is excellent or outstanding in the context of your school. Excellence is performance that is qualitatively and decisively superior to satisfactory. Outstanding is performance that stands out from their peers.

Note that in the briefing materials to potential candidates and their managers, Personal tutoring (E-2) is described as going beyond just formal tutorials, e.g.:

* It is intended to capture all relevant personal interactions that help our students to feel part of the wider University community, and to be effective in their studies, develop new skills, and foster their sense of belonging both to the discipline and the University
* It is about the student’s personal, academic and professional development
* It is also an opportunity to engage students in the latest research and to prompt them to start thinking about their future role in the world

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| **1. Leadership in the practice and theory of education (covering E-3, E-4, LC-1, LC-2 and LC-3)**Please provide your critical assessment of the candidate’s leadership in the practice and theory of education as described by the evidence in their selected criteria and with respect to expectations within your School. For example, taking responsibility for key activities in the school/faculty/University, leading in discipline-based scholarly activity and leading by example in terms of their own professional development and the development of others. Please also reflect on excellence beyond the University, e.g. any evidence of national/international recognition. |
| Click or tap here to enter text. |
| **2. Teaching practice and personal tutoring (covering E-1, E-2 and E-4)**Please provide your critical assessment of the candidate’s teaching practice and personal tutoring as described by the evidence in their selected criteria and with respect to expectations within your School. For example, this could be linked to effective student learning over a sustained period, practice that is creative, innovative and adaptable to changing circumstances, and practice that is informed by a sustained, high-quality contribution to discipline-based scholarly activity and/or research in teaching. Please also reflect on teaching excellence beyond the University, e.g. any evidence of national/international recognition. |
| Click or tap here to enter text. |
| **3. Any other relevant information**Please provide any other information you feel is relevant to the case, including the context relating to any teaching metrics used. |
| Click or tap here to enter text. |

**Report provided by:**

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| **Name:** |  |
| **Job Title:** |  |
| **Signed:** |  | **Date:** |  |
| [ ]  Checking this box will be accepted instead of a signature if you are submitting this form via email |