



National Teaching Fellowship Scheme (NTFS) 2020

Guidance for Reviewers

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1. Introduction

These guidelines are for peer reviewers for the National Teaching Fellowship Scheme (NTFS) 2020. This guidance document provides detailed information about the judging of NTFS nominations to guide and assist you in the process of reviewing, scoring and providing feedback.

The purpose of the National Teaching Fellowship Scheme (NTFS) is to recognise, reward and celebrate individuals who have made an outstanding impact on student outcomes and the teaching profession.

All UK Advance HE member institutions are eligible to enter up to three members of staff that **teach and/or support learning in Higher Education (HE)**. Individuals selected to enter the NTFS are called '**nominees**' as their institution has chosen to put them forward for an Award via a '**nomination**'.

The NTFS is organised and run by Advance HE. Advance HE was formed in March 2018, following the merger of the Equality Challenge Unit, the Higher Education Academy and the Leadership Foundation for Higher Education. Advance HE continues the work of the former Higher Education Academy (HEA) in organising and running the NTFS.

Peer review is an essential part of the NTFS selection process. Advance HE and the UK Teaching Excellence Awards Advisory Panel ("the Panel") rely on the reviewers' assessment to enable them to recommend who will be selected as winners of the Award, and thus are grateful to you for the professional time and energy that you contribute to the success of this scheme. Feedback provided is also an important part of the development process for nominees.

Advance HE uses its virtual learning environment (VLE) for the review process. You will use the VLE to access the documents and to submit your scores and feedback.

This guidance has been updated in a number of areas - these are outlined in Section 1.1 below. The full guidance for nominees and institutions is also available on our [website](#).

We hope you find the review process straightforward. If you do have further questions or queries during the process of reviewing, please contact the Teaching Excellence Awards Team either by email ntfs@advance-he.ac.uk or by telephone 01904 717500.

PLEASE NOTE: If you are a nominee for NTFS in 2020, you cannot be a reviewer for NTFS in 2020.

1.1 New for 2020

There are no changes to the criteria or processes in 2020, but this year's Reviewer Guidance includes some additional instruction and clarifications, which are outlined here:

- Further guidance has been provided to nominees in relation to Section A of the nominee's Claim, the Context Statement, and Section C, the Reference List. For your information a link to the new guidance has been included in 3.2.1 and 3.2.3.
- Further guidance has been provided in relation to the Institutional Statement of Support (see 3.3)
- Information about the new process for monitoring of reviewer Equality and Diversity data (see 4.4)

- An additional point has been added to the guidance on giving feedback (see 4.6)
- A diagram has been included to support reviewers with scoring decisions (see 4.6.2)
- Further guidance has been provided to help reviewers and nominees to identify evidence of 'reach', 'value' and 'impact' (see section 5)
- A number of minor changes have been made to wording throughout the guidance.

2. Preparation for Review

In 2020, Advance HE will send nominations to a selection of peer reviewers who have successfully completed a moderation exercise and attended one of the online NTFS reviewer webinar sessions in 2019 or 2020.

As part of the ongoing development of the scheme, new reviewers will be recruited in 2020 to work alongside some of those who reviewed in 2019. If you completed the moderation exercise in 2019, and attended the webinar, you are still welcome to participate in the 2020 moderation exercise, but are not required to do so. However, please note the changes to the guidance identified in section 1.1. above.

It will therefore be understood that all reviewers are familiar with the NTFS nomination requirements and format, the three NTFS Award criteria, the Scoring Rubric (Table 4) that you will apply during the review process and the Scoring Profiles (Table 3) that help to differentiate between different nomination profiles. All information relating to the review process has been included in this document but you may wish to also read the [NTFS 2020 Guidance for institutions and individuals](#) which supports individuals to develop their nomination.

Training for reviewers will continue to be offered annually and it is anticipated that for future iterations of the NTFS, reviewers wishing to continue to support the scheme will be expected to participate in a moderation exercise and training at least every 2 years. This is intended to support consistency and ongoing development of the scheme; providing opportunities for new reviewers to engage and opportunity for more experienced reviewers to refresh their skills and knowledge. We hope that you find this useful.

3. Nomination Documents

Nominations consist of a series of documents and online forms; in addition to the nominee Claim and institutional Statement of Support, each document/form has a specific purpose, e.g. equality and diversity monitoring, publicity for Award winners, a checklist for Institutional Contacts, etc.

3.1 Parts of the nomination for review

As a reviewer, you will only receive the following documents for review:

Nominee Claim

Statement of Support

3.2 Nominee Claim

In 2020 the nominee Claim has 3 sections,

- + Section A: Context Statement (maximum 300 words);
- + Section B: Claim against the NTFS Award Criteria (maximum 1500 words against each criterion);
- + Section C: Reference List

Only Section B of the nominee Claim, containing evidence against each of the three NTFS Award criteria, is scored by reviewers.

Section A (“Context Statement”) and Section C (“Reference List”) provide added information to help you review the Claim, but should not be scored.

3.2.1 Section A: Context Statement

There will be considerable variation between nominees, reflecting differences in individuals’ experience, their job roles and institutional contexts. The Context Statement (up to 300 words), which was new in 2019, is at the beginning of the nominee’s Claim and will not be scored by reviewers. Nominees will use the Context Statement to articulate the context of their role, the setting, field and/or area of work. Further guidance, including short examples, on what nominees have been advised to include in their context statements has been provided in section 4.1 of the [NTFS 2020 – Guidance for institutions and individuals](#).

The Context Statement provides a frame for Section B of the Claim and enables reviewers to orientate themselves into the evidence provided against each of the Award criteria. Nominees will be using the Context Statement to explain the context of their institution and their professional role(s) and responsibilities within it. Where the narrative in Section B of the Claim draws on evidence from a previous institution(s), work in the wider sector and/or industry/sector bodies, this may also be explained in the Context Statement. Nominees may make clear the nature of their teaching and learning practice (e.g. types of learners, discipline/specialist area and brief outline of the scope and scale of practice).

The Context Statement should not be used to provide information that would add evidence of impact to the nominee’s narrative set out in Section B of the Claim.

3.2.2 Section B: Claim against the NTFS Award criteria

Nominees use Section B of the Claim to set out the evidence of the reach, value and impact of their practice against the three NTFS 2020 Award criteria in turn. Each of the three parts of Section B must not exceed 1500 words. As a reviewer, you will ‘score’ each of the three parts separately. Please refer to sections 4, 5, 6 and 7 below for further information.

3.2.3 Section C: Reference List

The Reference List is not ‘scored’ by reviewers. The purpose of the list is to allow reviewers to find sources and to provide appropriate credit to an author who has inspired any areas of the nominee’s work that are evidenced within the Claim. It should only include material, which has been cited in Section B. Please note nominees should not include hyperlinks to other evidence. If they do so in error, please do not follow these links. The only evidence, which reviewers should consider is that discussed in Section B.

Though a word limit is not set for the Reference List, the guidance for nominees suggests that, if a nominee's List has more than approximately 20, or less than 2 references, it is likely to be out of kilter with successful applications. A long list of references is not evidence in itself for any of the NTFS criteria. As reviewers are not asked to score the Reference List, there should be no advantage or disadvantage to the nominee for the number of references they include. The list should not include any citations not directly referred to within the evidence provided in Section B of the Claim. Further guidance for nominees on how to use the reference list has been included in section 4.3 of the [NTFS 2020 – Guidance for institutions and individuals](#).

3.3 Statement of Support

The Statement of Support is made and signed by the institution's Vice-Chancellor/Principal/President (or equivalent) (maximum 1000 words). Its purpose is to endorse the Claim made by the nominee and frame the reach, value and impact of the nominee's practice from an institutional perspective.

The Statement of Support should not be seen as a source of supplementary (or new) evidence. The institution's Statement of Support is a complementary document. The Statement of Support should:

- endorse the validity of the nominee's Claim for outstanding impact;
- provide an institutional context within which the nominee has been identified as having outstanding impact and outline any future plans to further disseminate their practice;
- provide confirmation of institutional support for the nominee, should they be successful, in terms of carrying out any responsibilities associated with having a National Teaching Fellowship;
- provide any additional supporting information which might be most appropriately expressed by the Vice-Chancellor/Principal/President (or equivalent) rather than the nominee;
- provide the name, job title and signature of the VC/Principal/President (or equivalent). Some institutional leads will have nominated a senior leader to complete the statement of support on their behalf.

4. Process

4.1 Roles and responsibilities of reviewers

As a reviewer for NTFS 2020, you are responsible for providing an assessment as to the extent to which the nomination meets the Award criteria by using the Scoring Rubric (section 8, Table 4) and feedback to communicate your judgement to applicants and the Panel.

Reviewers are requested to respect the confidentiality of the information contained within the nomination documents and must not disclose any information about individuals or institutions involved, or the content of any nomination, without the prior written consent of the nominee and Advance HE. The information contained within the nomination and this guidance document must not be used for any purpose other than for peer review of the 2020 nominations you have been allocated.

Please note that comments and/or scores you submit are presented anonymously to the UK Teaching Excellence Awards Advisory Panel, without reference to your name or institution. Advance HE will use reviewers' comments to guide the selection process and also to provide written feedback to the nominee. Advance HE may also use examples from the assessments, anonymously, to provide additional guidance in future assessment rounds. Your qualitative feedback comments for the nominee about their Claim in relation to the three NTFS Award criteria will be used verbatim wherever possible, and we ask you to consider this in generating your feedback. Comments directed at Advance HE and the Panel only, should be included under the relevant heading (see Figure 2)

If, in the process of reviewing, you wish to discuss any nomination or have any queries related to the process, please do not hesitate to contact the Teaching Excellence Awards Team.

4.2 Allocation and access to papers

As a NTFS reviewer, you will typically be allocated approximately six nominations to assess. These are randomly assigned to reviewers and thus do not take account of reviewer's discipline or thematic expertise. Each nomination will be independently judged by three reviewers. The number of nominations is carefully selected to ensure the process is not too onerous whilst enabling reviewers to benchmark between nominations. Advance HE has found that reviewers were more consistent in their scoring, the more papers they reviewed.

Reviewers score each of the three criteria 0-5. A series of algorithms are applied to differentiate scores and create overall ranking. Where one reviewer's scores are defined as discrepant from the other two reviewers' scores, a fourth reviewer will be used and the three closest scores used in the ranking calculations.

You will be given access to the nominations via the Advance HE VLE and you will be issued with a password to access this site. Along with the nominations there will also be an online form for you to record and submit your scores and feedback.

4.3 Conflicts of interest

Advance HE asks that you notify the Teaching Excellence Awards Team at ntfs@advance-he.ac.uk immediately (or as soon as possible) of any potential conflicts of interest related to any one of the nominations you have received. The nomination in question will be reallocated to another reviewer as soon as possible.

Conflict of interest includes, for example, if you :

- are a relative or a personal friend of the nominee or have been previously;
- are a member of staff at the nominee's institution or have been previously;
- have worked closely with the nominee in the recent past;
- have a vested interest in the institution and nominee;
- have been allocated to review the same nominee before;
- have worked or work closely with a relative or close friend of the nominee.

If you are unsure whether a particular situation presents a conflict of interest, please do contact the Teaching Excellence Awards Team for an informal discussion, or for clarification.

Please note that, if you are a nominee for the 2020 NTFS, you may not take part as a reviewer.

4.4 Monitoring of equality and diversity data

Analysis of Equality and Diversity data for nominees and nominated teams participating in the National Teaching Fellowship Scheme (NTFS) and Collaborative Award for Teaching Excellence (CATE) has identified underrepresentation of Black, Asian and Minority Ethnic (BAME) staff. This led to an Equality Impact Assessment (EIA) being carried out on the Teaching Excellence Awards. One of the recommended actions arising from the EIA in order to increase participation by underrepresented groups, is to promote the opportunity to review for the Awards to a more diverse range of individuals in the hope that this will in turn promote both schemes more widely. In order to monitor the diversity of the reviewer group, from 2020 onwards Equality and Diversity data will be gathered from reviewers on an **Equal Opportunities Monitoring Form**. This data is used anonymously by Advance HE for statistical monitoring of reviewer, applicant and winner data.

All personal data provided through submitting an **Equal Opportunities Monitoring Form** will be held confidentially by Advance HE and only relevant documentation will be shared with the UK Teaching Excellence Awards Advisory Panel as explained within this guidance document.

The confidentiality of nominee/nominated team and reviewer data is maintained by Advance HE. Advance HE collates the information provided by all reviewers and nominees and uses this collated data anonymously to report annually on equality and diversity to the UK Teaching Excellence Awards Advisory Panel.

The Equal Opportunities Monitoring Form is online in Online Surveys and available [via this link](#). The form must be completed by each reviewer.

If anyone wishes to know more about how Advance HE collects, stores and uses personal information about the NTFS reviewers and nominees/nominated teams please review our privacy statement (Appendix 1).

4.5 Deadlines

The timeline for nominees can be found in the [NTFS 2020 – Guidance for institutions and individuals](#) in Appendix 2. As reviewers, please note the following:

- Issue of Advance HE VLE username and password: the week commencing Monday 13 January 2020.
- The NTFS Peer Review Process will open on **Wednesday 25 March 2020**, at which point your allocated nominations will be available in the VLE.
- Notification Advance HE (ntfs@advance-he.ac.uk) of any conflicts of interest: by return
- Scores and feedback to be returned to Advance HE (via VLE): **Wednesday 22 April 2020 by 10:00 (BST)**

4.6 Allocating Scores to Section B of the Claim

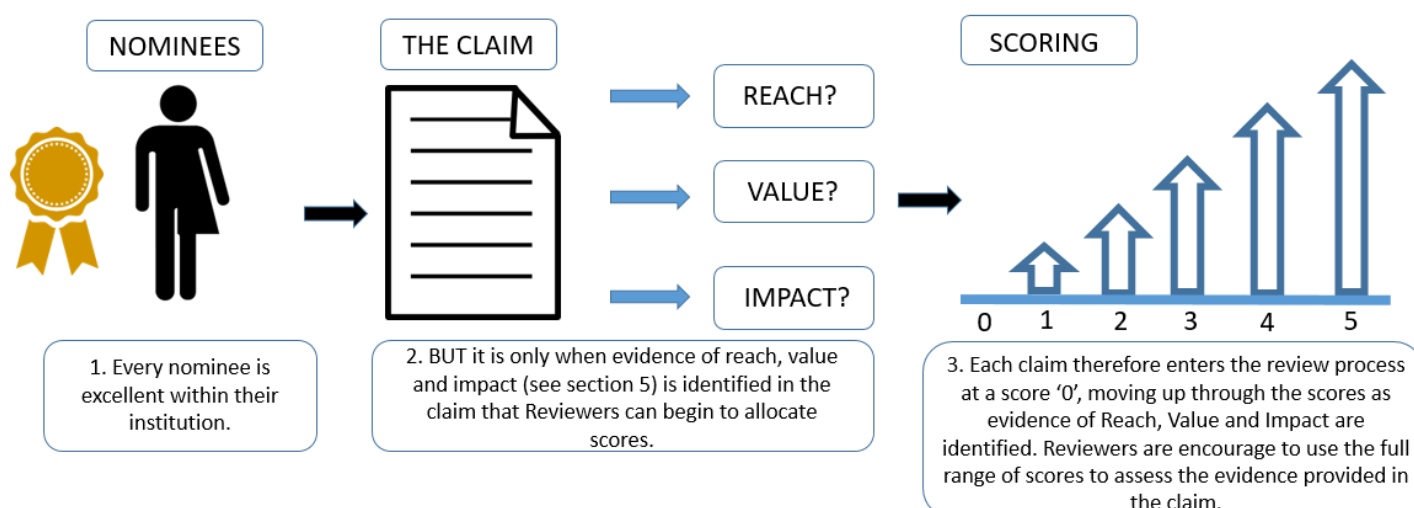
This Award uses a best match rather than a threshold approach. Scores are therefore allocated for best match against the criteria, based on the range and quality of the evidence and examples made within the Claim by the nominee.

The Scoring Rubric Section 8 (Table 4) provides the basis for your allocation of scores against each Award criterion. You should score each of the three NTFS Award criteria in turn, allocating a score from 0-5 for each of the 3 criteria. This means that you are scoring each nomination out of a maximum score of 15. Please consider the full range of scores (0-5) and apply the most appropriate one, for the evidence provided, using whole numbers (do not use fractional scores).

Please remember too that you are scoring the Claim, not the individual. Every nominee has already been identified as excellent in their institution, but you are scoring the Claim they have provided and must consider the evidence of reach, value and impact (see page 14) that has been included in their Claim. If there is no evidence, despite their identified excellence, you should score 0. In reality, nominees do provide evidence, which can come in a variety of forms, and you are scoring the quality of this evidence for reach, value and impact, and are encouraged to use the full range of scores in doing so.

Section 7 (Table 3) provides **Scoring Profiles**; these are intended to support you in differentiating between the possible scores to be allocated.

4.6.2 Scoring Decision Diagram



4.7 Giving feedback

Your feedback is crucial to inform the Panel's decision and also in supporting the nominee. The feedback template can be seen in Figures A and B and will be available in the Advance HE VLE for completion.

Your comments will be combined with other reviewers and fed back to the nominee, verbatim (wherever possible) and anonymously to support their future development. We ask you to be considerate in your use of language when giving feedback. The comments you provide do not need to explain your scoring decisions (although should be aligned). If you do wish to explain why you selected a particular score, this can be done via the comments box for the Panel and Advance HE, which will not be seen by the nominee. Please ensure that you enter the nominee's name and institution accurately.

Figure 1 Feedback Template – Part A

Reference Number*	Nominee First Name	Nominee Surname	Nominee's Institution	Reviewer Name

Figure 2 Feedback Template – Part B

Criterion 1 scores (0 – 5)	Feedback for criterion 1 (up to 150 words max)	Criterion 2 score (0 – 5)	Feedback for criterion 2 (up to 150 words max)	Criterion 3 score (0 – 5)	Feedback for criterion 3 (up to 150 words max)	Total score	Overall comments for nominee (up to 150 words max)	Comments for the Panel/AHE (up to 150 words max)

*e.g. 'NTFS 101' which will appear in the file name of the nomination documents you will receive.

4.7.1 Types of feedback

We ask you, as a reviewer, to provide three different types of feedback which reflect the extent to which the nomination provides evidence of meeting the NTFS 2020 Award criteria in your judgement.

Criteria feedback - up to 150 words per criteria. This is **required** and will be used verbatim (where possible) in feedback to the nominee. We ask that this is constructive and developmental and includes a balance of comments on the strengths of the nomination and evidence of impact, as well as areas where further evidence of **reach, value** or **impact** (see p.14) would be beneficial.

Your comments should clearly relate to your score. It is an important aspect of the NTFS that all nominees (whether they are selected for the Award or not) will benefit from

submitting a nomination. Therefore, please provide as much detail as possible within the word count.

Reviewer 'scores' are not shared with nominees and so the feedback comments provided by each reviewer are especially important. Nominees are very appreciative of your feedback as it will help to guide their future development; for example, it could help them to decide whether to apply in a future round if they are unsuccessful in 2020.

Overall feedback – up to 150 words. The overall feedback box is **OPTIONAL** and used if you noted any overarching comments you would like the nominee to read. For example, if you note something about their Claim as a whole, such as coherence or connectivity across the nomination. Any comments you make under this heading will be included in the feedback to individuals. Please do not repeat comments already included in your feedback under specific criteria.

Feedback for the Panel/ Advance HE – up to 150 words. The feedback to the Panel is **required** and will be used to guide the decision-making process. This will not be sent to the nominee and is confidential. Under this heading you may wish to explain your scoring and/or any specific information, which might help the Panel if they are considering borderline applications, or should they have queries relating to differences between reviewers.

4.7.2 Feedback tone and style

Please bear the following tone and style in mind when writing your feedback to individuals:

- Please provide feedback to the nominee using second person (e.g. you/your etc.) wherever possible/appropriate;
- Your comments should reflect judgement of the evidence not of the individual;
- The tone of your comments should be respectful, constructive and developmental. Please remember that your feedback is likely to be read by the senior team at the institution as well as by the nominee;
- The nominee's context should be taken into account in constructing your feedback. While you may be familiar with certain approaches or practices, it may not operate in the same way in different contexts. We ask you to be wary of letting your own expectations and assumptions or knowledge of particular contexts influence how you review;
- Note that the nominee will have selected a range of practices and/or types of impact evidence to make their Claim, which may not necessarily reflect all they are doing to enhance student outcomes or the teaching profession. Their nomination is a snapshot in time, responding to a limited word count. Thus if you do make suggestions, be mindful of this and focus on the fact the evidence is absent, rather than the approach; keeping comments relevant to evidence of reach, value and impact;
- Use positive phrasing wherever possible. Some examples of how negative wording could potentially be reframed are found on Table 1 below:

Table 1: Framing of feedback

<i>Negative phrasing</i>	<i>Positive phrasing</i>
'A weakness is ...'	'It would be helpful if ...'
'The application fails in ...'	'It would be useful if ...'
'There were no ...'	'Further details about ...[<i>add specifics</i>]...would strengthen the evidence in this criterion'
'There is a lack of evidence'	
'The application lacks'	'Your case would be stronger with more explicit evidence of...'
'The application needs'	
'Much room for improvement'	'Your Claim would benefit from more explicit evidence of ...'
'There is limited evidence of ...'	
'It is especially weak ...'	'Further details could usefully be provided to evidence ...[<i>add specifics</i>]'
	'This example would be strengthened with further evidence of.'
'Unfortunately ..'	To strengthen your Claim, you might find it helpful to ...
	To further develop your evidence for this criterion, you might wish to ...

- Please be wary of repeating the language/wording of the guidance, criteria and nomination; focus instead on the specific strengths and development areas you have noted within the Claim. Likewise, avoid listing examples from the nomination in your feedback as this can be frustrating; the nominee knows what they included in their Claim. If you are intending this list of examples to be seen as identified strengths, try to be explicit and say so;
- Avoid subjective and personal comments, including for example: 'I enjoyed reading' 'I liked ...', 'I suggest', 'I think...' or thanking the nominee for their Claim. Instead focus on how far the nominee has met the criteria;
- Avoid hyperbolic (and potentially patronising) language and punctuation like 'fabulous', 'fantastic', 'bravo!' and using exclamation marks;
- Please make sure sentences are clearly constructed and you are not using terms which are specific to particular contexts, such as institutional or discipline contexts. Avoid acronyms;
- Check for contradictions in your feedback – e.g. saying there was too much context in one criterion, and then asking for more context in the general comments, or providing conflicting feedback across two criteria;

- Check that your feedback aligns with your scores. So, for example if you are saying a criterion would benefit from more evidence of impact it is probably *not* a 4 or a 5.
- Keep the purpose and criteria of the Award in mind when reviewing the evidence, and be mindful not to let the examples provided or indeed your own expectations influence your feedback. Thus it wouldn't be appropriate to suggest, or imply, that the nominee needs to be more innovative or creative, publish more or extend their reach of some area of their work, where this doesn't relate to the criteria. However, where an individual refers to being innovative, creative, having published or extended their reach, as evidence of the impact of their work within their particular context or role, it should be given due credit;
- Please proof read your feedback before uploading it to make sure that the nominee can follow clearly what you have said about their Claim.

5 NTFS 2020 Award Criteria

All nominations will be assessed on evidence provided in the nominee Claim (Section B) in relation to each of the three NTFS Award criteria listed below:

NTFS Criterion 1: Individual excellence

Evidence of enhancing and transforming student outcomes and/or the teaching profession; demonstrating impact commensurate with the individual's context and the opportunities afforded by it.

NTFS 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 nominee's immediate academic or professional role.

NTFS Criterion 3: Developing excellence

Show the nominee's commitment to and impact of ongoing professional development with regard to teaching and learning and/or learning support.

Each of the three Award criteria above is given equal consideration in the assessment process and weighted equally in the overall score. You will score against each of the three criteria in turn, allocating a score (0-5) for each criterion.

In allocating scores, please consider the following:

- **Reach** - the scale of influence (department, faculty, institution, national, global);
- **Value** - benefit derived for students and staff;
- **Impact** - the difference that has been made to policy, practice and/or student outcomes.

Further explanation of Reach, Value and Impact can be found on page 14.

There are many different ways of evidencing each of the three Award criteria, as appropriate to the nature of the nominee's professional practice. Some illustrative examples are given below, but nominees and reviewers should not feel limited by these examples, as they are included only to provide indicative types of evidence against each criterion.

Key points to note:

Nominees should address and make a specific Claim against each criterion in turn;

- nominees should demonstrate impact on student outcomes and or the teaching profession over a sustained period;
- nominees will need to draw upon explicit evidence of impact to support their Claim against each criterion. Some examples of typical sources are (but need not be limited 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 and impact of the nominee's work.
 - nominees should demonstrate that they are applying the principles of equality, diversity and inclusion to their practice.

The decision about what constitutes appropriate evidence of impact rests with the nominating institution and the nominee, but individuals are encouraged to ensure that the student voice is made explicit within Section B of the Claim. Individuals from various academic disciplines or roles inevitably demonstrate different communication and analytical styles and reviewers should account for in the assessment process. There is no one 'style' that is expected in applications, and examples should be assessed and scored for their contribution to the relevant criterion as a whole.

Reach, Value and Impact

Reviewers should look for evidence that demonstrates the **reach**, **value** and **impact** of the nominee's practice.

Reach - The scale of influence. Though 'geographic' reach may be important for some nominees, it is useful to consider other ways that a nominee can demonstrate reach. Some nominees may demonstrate reach at a department/ faculty/ institution/ national/ global level, for example, but others might provide evidence of how their practice has reached different groups of students, individuals and/or organisations (e.g. postgraduates, commuter students, BAME students, online learners etc.).

Value - The benefit derived for students and staff (which may take different forms). Value may include qualitative evidence such as a change in approach to learning among students or staff. For example, evidence may be provided about how the work being described has added value to the student learning experience or to teaching practice. Value may also

relate to the quality of enhanced experiences and the meaningfulness of practices. Some nominees may also be working in settings where there are positive explicit ethical elements to their practice.

Impact - the difference that has been made to policy, practice and/or student outcomes as the result of an activity. The focus here is on explicit evidence of positive change taking place. Impact evidence can be both quantitative and qualitative, but it is important to recognise how the activities described have changed teaching practice and/or learning outcomes.

6 Examples of activities/evidence of impact

Table 2 below provides a range of examples of the types of activities and evidence of impact that you might find under each of the Award criteria. These are only indicative and hence you will not find all of these AND you may also find some relevant approaches or practices in a Claim that are not listed. Please do not use the examples as a 'check list' when determining your allocation of scores. Rather consider a balance between the types and range of evidence and the reach, value and impact (see p. 14-15) presented, as fitting with the individual's context. Likewise try to ensure your comments align with and reflect your score.

Table 2: Examples of types of evidence against each of the NTFS 2020 Award criteria

Criterion 1 Individual excellence	Criterion 2 Raising the profile of excellence	Criterion 3 Developing excellence
<p>Evidence of enhancing and transforming student outcomes and/or the teaching profession; demonstrating impact commensurate with the individual's context and the opportunities afforded by it.</p> <p>This may, for example, be demonstrated by providing evidence of the impact of:</p> <ul style="list-style-type: none"> + 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; 	<p>Evidence of supporting colleagues and influencing support for student learning and/or the teaching profession; demonstrating impact and engagement beyond the nominee's immediate academic or professional role.</p> <p>This may, for example, be demonstrated by providing evidence of the impact of:</p> <ul style="list-style-type: none"> + making outstanding contributions to colleagues' professional development in relation to promoting and enhancing student learning; + contributing to departmental/faculty/institutional/national initiatives 	<p>Show the nominee's commitment to and impact of ongoing professional development with regard to teaching and learning and/or learning support.</p> <p>This may, for example, be demonstrated by providing evidence of the impact of:</p> <ul style="list-style-type: none"> + on-going review and enhancement of individual professional practice; + engaging in professional development activities which enhance the nominee's expertise in teaching and learning support; + specific contributions to enable significant improvements in students'

<ul style="list-style-type: none"> + 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 nominee's own evidence base for teaching and learning. 	<ul style="list-style-type: none"> to facilitate students' learning; + contributing to and/or supporting meaningful and positive change with respect to pedagogic practice, policy and/or procedure. 	<p>outcomes and/or experience.</p>
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7 Scoring Profiles

In allocating scores to the evidence provided within Section B of the Claim, please consider the following:

- **Reach** - the scale of influence (department, faculty, institution, national, global).
- **Value** - benefit derived for students and staff.
- **Impact** - the difference that has been made to policy, practice and/or student outcomes.

The **Scoring Profiles** below (Table 3) are provided to support you in differentiating between the possible scores (0-5) to be Awarded to the evidence provided in Section B of the nominee Claim.

Table 3: NTFS 2020 Scoring Profiles

5 Points
<p>The outstanding submission provides clear evidence that the nominee meets the criterion in highly explicit and relevant ways:</p> <ul style="list-style-type: none"> • demonstrates that they have made an outstanding contribution that has had a transformative impact on student learning over a range of projects both internally and externally to the nominating institution; • has significantly raised the profile and/or standard of learning and teaching through their work in the given context; • demonstrates commitment to raising the status of teaching and learning in higher education; • the evidence presented clearly demonstrates the impact of the individual on their institution and their sector on a national or international scale; • evidence is extensive demonstrating breadth and depth of experience over a sustained period within the sector. <p>The evidence provided toward this criterion is fully commensurate with that expected of a National Teaching Fellow.</p>
4 Points

The **very good** submission provides clear evidence that the nominee meets the criterion in explicit and relevant ways:

- demonstrates that they have made an excellent contribution to and significant impact on student learning across a range of projects either internally or externally to the nominating institutions;
- has clearly raised the profile and/or standard of learning and teaching through their work in the given context;
- demonstrates a commitment to raising the status of teaching and learning in higher education.
- the evidence presented clearly demonstrates the impact of the individual on their institution and their sector;
- evidence demonstrating breadth and depth of experience over a sustained period within the sector.

The evidence provided toward this criterion is clearly commensurate with that expected of a National Teaching Fellow.

3 Points

The **good** submission provides evidence that the nominee meets the criterion in explicit and relevant ways;

- demonstrates that they have made a good contribution to student learning;
- has raised the profile and/or standard of learning and teaching through their work in the given context;
- demonstrates a commitment to raising the status of teaching and learning in the future.
- the evidence presented demonstrates the impact of the individual on their institution and their sector;
- evidence demonstrating breadth or depth of experience over a period within the sector.

The evidence provided toward this criterion is commensurate with that expected of a National Teaching Fellow.

2 Points

The submission:

- demonstrates incomplete fulfilment of the criterion;
- offers some specific and relevant evidence that is, however, limited in breadth and/or depth;
- demonstrates that the nominee has to a limited degree, helped raise the profile and/or standard of learning and teaching;
- demonstrates some commitment to raising the status of teaching and learning in higher education;

The evidence provided in this submission is not commensurate with the standard expected of a National Teaching Fellow.

1 Point

The submission:

- demonstrates limited fulfilment of the criterion;
- offers limited evidence that lacks depth and/or breadth;
- demonstrates that the nominee has, to a very limited degree, helped raise the profile and/or standard of learning and teaching;

- demonstrates some commitment to raising the status of teaching and learning in higher education.

The evidence provided in this submission is not commensurate with the standard expected of a National Teaching Fellow.

0 Point

The submission:

- does not demonstrate fulfilment of the criterion;
- provides little or no explicit and/or relevant evidence of meeting the criterion.

The evidence provided in this submission is not commensurate with the standard expected of a National Teaching Fellow.

8 NTFS 2020 Scoring Rubric

The Scoring Rubric below (Table 4) should be used to ‘score’ each of the three parts to Section B of the nominee’s Claim against each of the three NTFS Award criteria (i.e. an overall maximum score of 15 from each of the three reviewers):

Table 4: NTFS 2020 Scoring Rubric

	5 points	4 points	3 points	2 points	1 point	0 point
Overall	The nominee provides outstanding evidence of their impact on student outcomes and/or the teaching profession, commensurate with their context	The nominee provides very good evidence of their impact on student outcomes and/or the teaching profession, commensurate with their context	The nominee provides good evidence of their impact on student outcomes and/or the teaching profession, commensurate with their context	The nominee provides satisfactory evidence of their impact on student outcomes and/or the teaching profession, commensurate with their context	The nominee provides limited evidence of their impact on student outcomes and/or the teaching profession, commensurate with their context	The nominee provides poor/no evidence of their impact on student outcomes and/or the teaching profession, commensurate with their context
Criterion 1: Individual excellence	+ outstanding evidence of having enhanced and/or student outcomes and the teaching profession + fully demonstrates having a transformative impact on students and teaching	+ very good evidence of having enhanced and/or student outcomes and the teaching profession + clearly demonstrates having a transformative	+ good evidence of having enhanced student outcomes and/or the teaching profession + demonstrates having a transformative impact on students and teaching	+ satisfactory evidence of having enhanced student outcomes and/or the teaching profession + partially demonstrates having a transformative impact on students and/or teaching	+ limited evidence of having enhanced student outcomes and/or the teaching profession + rarely demonstrates having a transformative impact on students and/or teaching	+ poor/no evidence of having enhanced student outcomes and/or the teaching profession + fails to demonstrate having a transformative

		impact on students and teaching				impact on students or teaching
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	5 points	4 points	3 points	2 points	1 point	0 point
Criterion 2: Raising the profile of excellence	<ul style="list-style-type: none"> + outstanding evidence of having supported colleagues, going beyond the nominee's academic or professional role + fully demonstrates the impact of influencing support for student learning and teaching 	<ul style="list-style-type: none"> + very good evidence of having supported colleagues, going beyond the nominee's academic or professional role + clearly demonstrates the impact of influencing support for student learning and teaching 	<ul style="list-style-type: none"> + good evidence of having supported colleagues, going beyond the nominee's academic or professional role + demonstrates the impact of influencing support for student learning and teaching 	<ul style="list-style-type: none"> + satisfactory evidence of having supported colleagues, going beyond the nominee's academic or professional role + partially demonstrates the impact of influencing support for student learning and/or teaching 	<ul style="list-style-type: none"> + limited evidence of having supported colleagues, going beyond the nominee's academic or professional role + rarely demonstrates the impact of influencing support for student learning and/or teaching 	<ul style="list-style-type: none"> + poor/no evidence of having supported colleagues within or beyond the nominee's academic/professional role + fails to demonstrate the impact of influencing support for student learning or teaching
Criterion 3: Developing excellence	<ul style="list-style-type: none"> + outstanding evidence of the nominee's commitment to ongoing professional development + fully demonstrates the impact of ongoing 	<ul style="list-style-type: none"> + very good evidence of the nominee's commitment to ongoing professional development + clearly demonstrates the impact of ongoing 	<ul style="list-style-type: none"> + good evidence of the nominee's commitment to ongoing professional development + demonstrates the impact of ongoing professional development on 	<ul style="list-style-type: none"> + satisfactory evidence of the nominee's commitment to ongoing professional development + partially demonstrates the impact of ongoing 	<ul style="list-style-type: none"> + limited evidence of the nominee's commitment to ongoing professional development + rarely demonstrates the impact of ongoing professional 	<ul style="list-style-type: none"> + poor/no evidence of the nominee's commitment to ongoing professional development + fails to demonstrate the impact of ongoing professional

	professional development on student outcomes and teaching	professional development on student outcomes and teaching	student outcomes and teaching	professional development on student outcomes and/or teaching	development on student outcomes and/or teaching	development on student outcomes or teaching
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9 Outcomes

The names of all of the 2020 National Teaching Fellows will be officially announced in week beginning August 3 2020 on Advance HE's website.

Nominees will receive their individual feedback following this announcement.

Thank you

Advance HE would like to thank you most sincerely for the time and expertise you have provided in supporting the National Teaching Fellowship Scheme.

Appendix 1: NTFS 2020 privacy statement

Schedule 1: Data Protection

This schedule describes how Advance HE collects and use personal information about you when you submit your nomination to us. For the purpose of data protection legislation, including the Data Protection Act 2018 (the “DPA”), Advance HE is the “data controller”. This means that we are responsible for deciding how we hold and use personal information about you. We are required under data protection legislation to notify you of the information contained in this schedule.

Advance HE is a company limited by guarantee incorporated in England and Wales under company number 4931031 and registered as a charity in England under charity number 1101607 and in Scotland under charity number SC043946. Our registered office address is: Innovation Way, York Science Park, York YO10 5BR. We can also be contacted by email at data.protection@advance-he.ac.uk or by phone on 01904 717500.

How we will protect your personal information

Advance HE is committed to holding personal information you provide to us securely.

Where personal information is held electronically, it is held on a computer system that is owned and controlled by Advance HE or such other third party appointed by Advance HE.

To effectively administer the scheme, Advance HE stores the details supplied on this form, and the nomination documentation, in both paper and electronic format. Paper copies are held locally by Advance HE at its offices or securely by our staff, contractors or offsite storage facilities. Sometimes we will make electronic copies of paper documents or type up information from them. These documents or information are then stored on our computer system.

The nomination process is via the Advance HE’s VLE system. All the information that you provide to us will be transmitted to and stored on our secure servers or the servers of such other third party who we may appoint from time to time to host the VLE and/or to store information.

We will only retain your personal information for as long as necessary to fulfil the purposes we collected it for (see “What we use your information for” below).

Successful NTFs: Advance HE will store and process your personal information for the length of time that you are a National Teaching Fellow.

Unsuccessful nominees: To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of your personal data, the purposes for which we process your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements. Advance HE will ensure that our suppliers and selected third parties with whom we share your personal information in accordance with this schedule will delete your personal information once there is no longer a reason for retaining it.

What we use the information contained in this form for:

The situations in which we will process your personal information are listed below:

- **Communicating with you about your nomination.**
- **Administration purposes including establishing, amending, closing or renewing user accounts for the VLE.**
- **Evaluating and analysing the information provided by you in your forms.**
- **Dealing with any queries or complaints in relation to your application for the National Teaching Fellowship Scheme.**
- **Generating reports for internal use by us, our staff and the UK Teaching Excellence Awards Advisory panel in relation to your nomination.**

Our lawful basis for these activities is necessity to perform our contract with you (as we commit to you to review and process your nomination).

- **Appointing third party service providers to use your personal data for our purposes (not the purposes of the third party) on our behalf, under our instruction such as support services for use of the VLE, to external peer reviewers as well as to members of the panel as part of the assessment process, to third parties assisting Advance HE to inform future review processes and evaluation activities.**
- **Keeping in touch with you to send you details about service information, our products and services, surveys, newsletters, events, courses, seminars and workshops.**

Our lawful basis for these activities is the pursuit of our legitimate interests to engage external support to deliver the National Teaching Fellowship Scheme and to raise our profile within the teaching community.

- **Where we wish to use data for other purposes, we may anonymise your information so that it cannot be linked to you. In that case, it will cease to be personal data and we may use the anonymised data for any purpose.**

Sharing your information:

We may pass your information on to the following third parties and/or internal teams or departments at Advance HE and for the following purposes:

- **Your employer for the purposes of networking and professional development.**
- **Our suppliers who provide services on our behalf such as IT providers who own, manage or provide support for our computers or systems we use and our suppliers who provide the VLE or other software.**
- **Our staff or individuals that we appoint to review your nomination and other information that you provide in your nomination documentation. Partner organisations we may use to deliver the National Teaching Fellowship Scheme and the Award ceremony.**
- **Partner organisations we may use to deliver the National Teaching Fellowship Scheme and the Award ceremony.**

We may sometimes be obliged to disclose your personal information by law such as by a regulator with appropriate power, or court order. In addition, information held by or for public bodies can be subject to freedom of information requests.

Your duty to inform us of changes:

It is important that the personal information we hold about you is accurate and current. Please keep us informed if your personal information changes during your working relationship with us.

Your rights in connection with personal information:

Under certain circumstances, by law you have the right to:

- **Request access to your personal information (commonly known as a “data subject access request”). This enables you to receive a copy of the personal information we hold about you and to check that we are lawfully processing it.**
- **Request correction of the personal information that we hold about you. This enables you to have any incomplete or inaccurate information we hold about you corrected.**
- **Request erasure of your personal information. This enables you to ask us to delete or remove personal information where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove your personal information where you have exercised your right to object to processing (see below).**
- **Object to processing of your personal information where we are relying on a legitimate interest (or those of a third party) and there is something about your particular situation which makes you want to object to processing on this ground.**
- **Request the restriction of processing of your personal information. This enables you to ask us to suspend the processing of personal information about you, for example if you want us to establish its accuracy or the reason for processing it.**
- **Request the transfer of your personal information to another party.**

If you want to review, verify, correct or request erasure of your personal information, object to the processing of your personal data, or request that we transfer a copy of your personal information to another party, please contact the Teaching Excellence Awards Team in writing.

No fee usually required:

You will not have to pay a fee to access your personal information (or to exercise any of the other rights). However, we may charge a reasonable fee if your request for access is clearly unfounded or excessive. Alternatively, we may refuse to comply with the request in such circumstances.

What we may need from you:

We may need to request specific information from you to help us confirm your identity and ensure your right to access the information (or to exercise any of your other rights). This is another appropriate security measure to ensure that personal information is not disclosed to any person who has no right to receive it.

You have the right to complain to the Information Commissioner (<http://www.ico.gov.uk/>) if you have any concerns in respect of the handling of your personal information by Advance HE.



Contact us

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