

National Teaching Fellowship Scheme (NTFS) 2026

Guidance for Reviewers

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NTFS 2026 reviewer schedule

The timetable for the review process is as follows:

Date	Milestone
Monday 6 October 2025	Call for NTFS nominations opens All NTFS Guidance released.
Dec 2025-Feb 2026	<p>NTFS 2026 Reviewer training The reviewer training moderation exercise will be released to those reviewers requiring training on Monday 15 Dec 2025 with a deadline of 23:59 on Monday 19 January 2026.</p> <p>Reviewers must also attend a webinar to discuss outcomes from the moderation exercise to complete the training.</p> <p>NTFS Training webinars will be held at the following times in February 2026:</p> <ul style="list-style-type: none"> • NTFS Training 1 - Tue 3 Feb, 12:00-13:15 • NTFS Training 2 - Thur 5 Feb, 09:30-10:45 • NTFS Training 3 - Tue 10 Feb, 16:00-17:15 • NTFS Training 4 - Wed 11 Feb, 13:00-14:15 • NTFS Training 5 - Mon 16 Feb, 14:00-15:45 <p>Reviewers undergoing training will be required to book onto one of these sessions on completion of the moderation exercise once the deadline has passed.</p>
Wednesday 11 March 2026	Nominations close at 12:00 noon (GMT)
Thursday 12 – Monday 16 March	Reviewers will be informed of the (approximately six) Claims that they have been randomly assigned to review, and are asked to please respond by return, but at latest by 12:00 noon on Monday 16 March 2026 with any conflicts of interest.
Tuesday 17 March 2026	Reviewers will be given access to their allocated Claims on SMA by the end of the working day.
Tuesday 17 March 2026 - Wednesday 15 April	Trusted Reviewers to be available during this period to accept and review reallocated Claims. Reviewers are encouraged to contact the Teaching Excellence Awards Team (ntfs@advance-he.ac.uk) if they have queries about the Claims they are reviewing.
Wednesday 15 April 2026	Please submit all scores and feedback by 23:59 on Wednesday 15 April 2026.
Thursday 16 April - Wednesday 6 May 2026	Fourth Review period – fourth reviewers to please submit scores and feedback by 23:59 on Wednesday 6 May 2026 .
Wednesday 6 May 2026	Please complete the reviewer Equal Opportunities Monitoring Survey by 23:59 on Wednesday 6 May 2026.
Summer 2026	Reviewer Debrief Session (optional), date tbc.
By end September 2026	Reviewers will receive feedback on the 2026 NTFS cycle.

1. Introduction

1.1 Purpose

This document provides guidance for peer reviewers of the National Teaching Fellowship Scheme (NTFS) 2026.

The NTFS is organised and run by Advance HE. Its purpose is to recognise, reward and celebrate individuals who have made an outstanding impact on student outcomes and the teaching profession. All Advance HE UK member institutions are eligible to nominate up to three staff members involved in **teaching and/or supporting learning in Higher Education**. These selected 'nominees' are forwarded by their institutions for consideration, and up to 55 nominees will receive awards in 2026.

Peer review is crucial for the NTFS selection process. Advance HE and the UK Teaching Excellence Awards Advisory Panel ('the Panel') rely on reviewers' assessments to recommend award winners. Reviewers' feedback is also an essential part of the process to direct nominees' future development. We greatly appreciate the professional time, energy, and expertise reviewers contribute to the scheme's success.

This guidance outlines the process for reviewing, scoring, and providing feedback on NTFS nominations.

We hope you find the review process straightforward and enjoy reviewing your allocated Claims.

Note: NTFS nominees in 2026 cannot also serve as reviewers in 2026.

1.2 Reviewer's Role

As an NTFS 2026 reviewer, your role is to assess nominations against the Award criteria using the 2026 Scoring Rubric (Appendix 1) and provide feedback to nominees and the UK Teaching Excellence Awards Advisory Panel (the 'Panel'). Please note that nominees do not receive their scores; your feedback is crucial for guiding them on improving future submissions if they wish to reapply.

Reviewers are asked to maintain confidentiality regarding nomination details and **refrain from disclosing any information without prior written consent from the nominee and Advance HE**. The information in any nomination and this guidance document is for peer review purposes only.

Your scores and comments for the Panel will remain anonymous. Advance HE will use the scores from three reviewers to rank nominations for the NTFS award. Examples of reviewer feedback may be used anonymously by Advance HE for future guidance.

Your qualitative feedback will be shared verbatim, where possible, with nominees and

senior leaders at their institution. If you wish to discuss any nominations, please contact the Advance HE Teaching Excellence Awards Team at: ntfs@advance-he.ac.uk.

2. Updates for 2026

- + Nominees must now separate and report the word count for each criterion under two distinct headings. The overall word limit still applies. (see '[NTFS 2026 Guidance for Institutions and Individuals](#),' Section 3.3):
 - o Words included in figures
 - o Words included in the main body of text
- + Nominees have received additional guidance on what is and is not permitted when using visual elements in their Claims (see '[NTFS 2026 Guidance for Institutions and Individuals](#),' Section 3.3)
- + The Institutional Statement of Support can now also be written and signed off by the Director of the nominee's Professional Service area, as appropriate (See 3.2).
- + A number of minor revisions have been made to the wording throughout.

3. Nomination Documents Overview

3.1 Parts of the nomination for review

Institutional nominations include several elements, but as a reviewer, you will only receive the following two documents for review:

- + **Nominee Claim**
- + **Institutional Statement of Support**

In 2026 the Nominee Claim has 3 sections (A-C):

- + Section A: Context Statement (maximum 300 words, **unscored**).
- + Section B: Claim against the NTFS Award Criteria (maximum 1500 words against each criterion, **scored**).
- + Section C: Reference List (guideline of 2-20 references, **unscored**).

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 Section A: Context Statement

Nominees for the NTFS will vary significantly based on their experiences, job roles, and institutional contexts. The Context Statement (up to 300 words) introduces the nominee's Claim but is not scored. It should outline the nominee's professional context, setting, and their main areas of activity. Nominees have been provided with guidance on what to include in the Context Statement in Section 5.1 of the '[NTFS 2026 Guidance for Institutions and Individuals](#)'.

The Context Statement frames Section B of the Claim, helping reviewers understand the evidence submitted against the three NTFS Award criteria. It should clarify the nominee's institutional context, professional responsibilities, and any evidence relating to previous roles or wider sector work. Nominees are encouraged to outline their teaching and learning practices, including details about the learners involved, their discipline, and the scope of their work. They may also include timelines to illustrate the currency and sustainability of their practice. In addition, they may also highlight any challenges or constraints faced which have shaped their evidence base.

The Context Statement should not include information that adds evidence of impact to the narrative in Section B.

3.3 Section B: Claim against the NTFS Award criteria

Nominees use Section B of the Claim to set out the evidence of the value, reach and impact of their practice against each of the three NTFS 2026 Award criteria in turn. Each of the three parts of Section B **must not exceed 1,500 words**. As a reviewer, you will 'score' each of the three parts separately. Please refer to Sections 5 below for further information.

Reviewers should only consider evidence discussed in Section B of the Claim. If nominees accidentally include hyperlinks in Section B, reviewers should not follow them, as they will be treated as additional evidence not subject to review.

3.4 Section C: Reference List

The Reference List is not scored by reviewers; its purpose is to help reviewers identify sources and for the nominee to credit authors who have inspired their work.

While there is no set word limit for the Reference List, nominees are advised to include between 2 to 20 references, as excessively long or short lists are typically misaligned with successful nominations. The number of references included does not affect scoring. The list should only contain citations directly referenced in Section B of the Claim. Further guidance on using the Reference List is available in Section 5.3 of the '[NTFS 2026 Guidance for Institutions and Individuals](#)'.

3.5 Institutional Statement of Support

The institutional Statement of Support should be prepared by a senior colleague (DVC/PVC/Director of Professional Service Area, or equivalent) familiar with the nominee's relevant practices and signed by the Vice-Chancellor (or equivalent) for formal endorsement. Its purpose is to validate the nominee's Claim and highlight the value, reach, and impact of their practice from an institutional perspective.

The Institutional Statement of Support is not a source of new evidence but a complementary document that should:

- + Endorse the nominee's Claim of outstanding impact.
- + Provide institutional context for the nominee's recognition and outline future plans for disseminating their practice.
- + Confirm institutional support for the nominee if awarded a National Teaching Fellowship.
- + Include additional supporting information best expressed by a senior colleague familiar with the nominee's work.
- + Include formal endorsement from the Vice-Chancellor/Principal/President (or equivalent), along with their name, job title, and signature.

4. Reviewer Responsibilities

4.1 Eligibility

To be eligible to participate we ask that NTFS reviewers:

- + are not nominees for NTFS in 2026.
- + either have Senior or Principal Fellowship or are previous winners of NTFS or a winning CATE Team Leader or Deputy CATE Team Leader.
- + complete the full reviewer moderation training exercise and webinar held December 2025 - February 2026 (if a new reviewer, or one who last completed NTFS reviewer training before 2025).
- + commit to reviewing approximately six NTFS Claims between **Tuesday 17 March and 23:59 on Wednesday 15 April 2026.**

4.2 Different Reviewer Roles

To fully support the NTFS review there are three different reviewer roles. More information about the function and timelines for each is set out below:

1. First Reviewers

- + The majority of 2026 reviewers who will be randomly assigned ~6 NTFS Claims to review against the 3 NTFS Award Criteria between **Tuesday 17 March 2026 and 23:59 on Wednesday 15 April 2026**.

2. Trusted Reviewers

- + A small pool of reviewers, held back from the initial allocation and deployed if a First Reviewer withdraws.
- + Invited to take on the role in September 2025, in recognition of excellent review work in the previous year.
- + Particularly valued for their flexibility and responsiveness - we ask that Trusted Reviewers remain available throughout the review period - **Tuesday 17 March 2026 and 23:59 on Wednesday 15 April 2026** - (and the days shortly after its close) to review claims at short notice.
- + There is no guarantee they will be called upon, as this depends on withdrawals.
- + This is a critical role in ensuring timely completion of the review, and we are very grateful for their contribution.

3. Fourth Reviewers

- + A small pool of experienced reviewers who are called upon to assess claims that receive discrepant scores during the First Review.
- + The Fourth Review period runs from **Thursday 16 April 2026 to 23:59 on Wednesday 6 May 2026**.
- + We ask that they are available and contactable during the full Fourth Review period.

4.3 Training and Keeping Up to Date

Reviewers must participate in a moderation exercise at least every two years to continue supporting the award. This training cycle ensures consistency, supports ongoing development, provides opportunities for new reviewers, and allows experienced reviewers to refresh their skills as capacity permits.

It will therefore be expected that all reviewers are familiar with the NTFS nomination requirements and format, the three NTFS Award criteria, and the 2026 Scoring Rubric (Appendix 1), in addition to the contents of this guidance document. **Reviewers are asked to read the [‘NTFS 2026 Guidance for institutions and individuals’](#) in conjunction with this document.**

We aim to provide all eligible reviewers with annual review opportunities. However, allocation depends on the number of NTFS claims received and the need for balanced reviewer groups to prevent bias. As a result, some eligible reviewers may not receive claims in a given year

but will be prioritised in the next cycle.

4.4 Allocation and access to nominations

As an NTFS reviewer, you will be assigned between four and six nominations to review and score. You will access your assigned nominations via [Survey Monkey Apply](#), and will also submit your scores and feedback using this platform. You will receive a 'SMA 2026 Reviewer Guidance' document with full instructions.

Nominations are randomly assigned, without consideration for reviewers' discipline or expertise. Each nomination will be independently evaluated by three reviewers, with scores and feedback kept confidential.

4.5 Conflicts of interest

If selected to review, you will receive notification of your provisional nominations between Thursday 12 March and Monday 16 March 2026. Advance HE requests that you notify the Teaching Excellence Awards Team at ntfs@advance-he.ac.uk of any potential conflicts of interest by return and by 12:00 noon on Monday 16 March 2026 at the latest. Confirmed conflicts will result in reallocation of the affected nomination(s) to another reviewer.

Conflicts of interest may arise if you:

- + are or have been a relative or personal friend of the nominee.
- + are or have been a staff member at the nominee's institution.
- + have closely collaborated with the nominee recently.
- + have a vested interest in the institution or nominee.
- + have previously reviewed the same nominee.
- + Have worked or work closely with a relative or close friend of the nominee.

If you're unsure about a potential conflict, please contact the Teaching Excellence Awards Team for clarification.

4.6 Monitoring of equality and diversity data

Advance HE is dedicated to promoting equality, diversity, and inclusion within the Teaching Excellence Awards. Analysis of Equal Opportunities Monitoring data from nominees and nominated teams in the National Teaching Fellowship Scheme (NTFS) and Collaborative Award for Teaching Excellence (CATE) has revealed underrepresentation of certain staff groups compared to UK [HESA](#) data, including:

- + Professional Services staff who teach or support learning
- + Staff on fractional and part-time contracts
- + Staff from minoritised ethnic groups defined as Black, Asian, and Minority Ethnic (BAME) by HESA

+ Staff in Higher Education within Further Education (FE)

To address this underrepresentation, Advance HE is taking steps to encourage engagement from colleagues from these groups, including inviting them to become reviewers. Data will be collected from reviewers via an **Equal Opportunities Monitoring Form**, which will be emailed at the start of the review period and should be completed by **23:59 on Wednesday 6 May 2026**.

All personal data submitted will be kept confidential. Advance HE will aggregate and anonymise this data, along with that from nominees, for annual reports on equality, diversity, and inclusion for the Panel, informing future actions.

For details on how Advance HE collects, stores, and uses personal information about nominees and reviewers, please refer to our [privacy statement](#).

5. Reviewing Nominations

5.1 Approaching the Claim

As a reviewer, it is key to remember that you are scoring the Claim, not the individual nominee. Each nominee has been recognised as excellent by their institution, but your focus should be on the evidence of value, reach, and impact provided in their Claim (see Section 5.4).

The NTFS is a competitive award, with most nominees providing strong evidence that meets the criteria. We ask that reviewers evaluate the quality of this evidence and use the full range of scores available, and that they please be mindful of each nominee's context as outlined in their Context Statement to ensure fairness and inclusivity across the UK HE sector.

Nominees may present evidence in various ways; there is no single 'best' method – we ask that reviewers please be sensitive to different approaches to demonstrating value, reach, and impact. Recent winners should be aware that they may well encounter Claims that differ from their own experiences.

We ask that reviewers please consider the timeframe of the evidence presented by the nominee, treating both older and contemporary practices equally, while looking for evidence of sustainability and how past activities inform current practices. Annual reviewer training includes resources on Claim context and criteria, which you may wish to revisit to assist you in your review.

5.2 NTFS 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, including 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.

All three Award criteria are equally considered and weighted in the overall score.

Nominees can and will provide various types of evidence for each criterion, depending on their specific work.

5.2.1 'Criterion Drift'

Please note, recent years have shown some 'criterion drift,' addressed below:

Criterion 1	Evidence should <u>not</u> be expected to go beyond the nominee's context but rather be ' <i>commensurate with their context and the opportunities afforded by it</i> '
Criterion 2	<p>Criterion 2 evidence must relate directly to higher education teaching and/or learning support. While high-profile activities outside HE can be impressive, for the NTF scheme, the focus is on contributions that enhance the profile of excellence in HE teaching and/or learning support, rather than activities in other settings or fields.</p> <p>In addressing Criterion 2, nominees should focus on their influence on <i>others</i>, including ways that they have influenced colleagues and/or policy at their institution or beyond. Please note that work the nominee has done to support colleague's continued professional development (CPD) is best included here, not under Criterion 3.</p>
Criterion 3	<p>Evidence for Criterion 3 should highlight the nominee's <u>own</u> professional development and its impact on their practice, not on opportunities they've created for others (which fits Criterion 2). This may include examples of how CPD has improved their practice and supported student learning. Details of nominee's future plans are <u>not</u> required, as they cannot be evaluated for reach, value, or impact.</p>

5.3 Evidence in a NTFS Claim

You will score each of the three criteria individually, allocating a score (0-9) for each based on the NTFS 2026 scoring rubric (Appendix 1). Please review the guidance for a score of 9 in Section 6.1.1.

Claims will vary in style and content due to differences in academic disciplines and roles; thus, no specific nomination style is required. Reviewers should evaluate examples based on their overall contribution to the relevant criterion.

While nominees are expected to carefully align their evidence with the most appropriate criteria, reviewers are encouraged to credit evidence wherever it appears in the Claim. If a nominee submits evidence under one criterion that better aligns with another, reviewers should consider it. However, they should note that placing evidence under the ‘wrong’ criterion reduces the nominee’s word count for aligned evidence.

Nominees should highlight the currency, sustained elements, and any challenges shaping their evidence base, if appropriate. There are no fixed requirements for how recent the evidence must be; rather, reviewers should assess the value, reach, and impact, which may vary based on when the practice occurred. The institutional Statement of Support should also be considered in its endorsement of the practice.

5.4 Value, Reach and Impact

Reviewers should use these principles to assess nominees’ evidence:

- + **Value:** Benefits to HE students and staff (which may take different forms), such as enhanced learning experiences and teaching practices. This can include qualitative changes, like shifts in learning approaches. Value also includes the quality of enhanced experiences and, for some nominees, positive ethical elements in their work.
- + **Reach:** Scale of influence. ‘Geographic’ reach (i.e. reach at a national/international scale) isn’t necessarily required (though may be illustrated); instead, also consider reach within the nominee’s context, whether departmental, institutional, or among specific groups of learners, some of whom may be ‘hard to reach’. The effect on participants, rather than numbers involved, is key to evaluating the ‘reach’ of practice described.
- + **Impact:** Positive changes in policy, practice, or student outcomes in HE, demonstrated with explicit evidence. This may include quantitative or qualitative evidence of improved teaching or learning outcomes.

5.5 Evidence towards each NTFS award criterion

Each Award criterion can be evidenced in various ways, depending on the nominee's professional practice. The examples in **Table 1** are provided as indicative guidance, not a checklist, and illustrate potential evidence types (do not expect to see all of these in a Claim). Reviewers should consider a balance between the types and range of evidence and the value, reach and impact presented, as fitting with the individual's context.

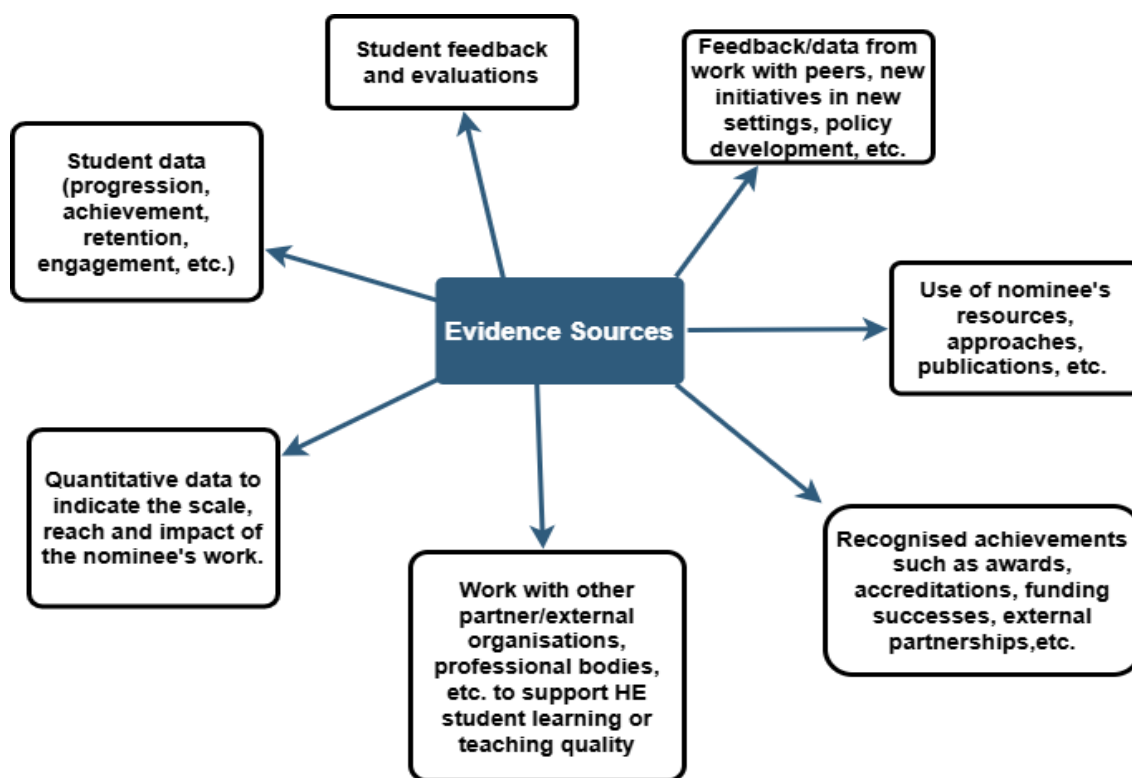
Table 1: Sample evidence types for each NTFS 2026 Award criterion

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; + 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. 	<p>Evidence of supporting colleagues and influencing support for student learning and/or the teaching profession; including 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 to facilitate students' learning; + contributing to and/or supporting meaningful and positive change with respect to pedagogic practice, policy and/or procedure. 	<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 the individual's 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' outcomes and/or experience in light of the CPD undertaken by the nominee.

5.5 Sources of evidence

Reviewers will encounter various evidence sources in the NTFS nominations they assess. The reviewer's task is to evaluate the strength of this qualitative and quantitative evidence in relation to the nominee's work and the award criteria.

Advance HE's '[NTFS 2026 Guidance for Institutions and Individuals](#)' provides illustrative examples of potential evidence sources (see below), but nominees are encouraged not to be limited by these. Reviewers should remember that the nominee's context can influence the available evidence; for instance, professional services staff may lack access to certain



program-level data, and some roles may not fit into specific award or funding pathways

Please note that all the below evidence types must be related to learning and teaching and/or learning support in HE settings and evidencing transformation of student outcomes - neither evidence of publications, nor external markers of achievements, such as Awards, or other public profile markers, are strong evidence in themselves and must be related directly to the transformation of learning in HE settings. The nominating institution and nominee determine what constitutes appropriate evidence of impact.

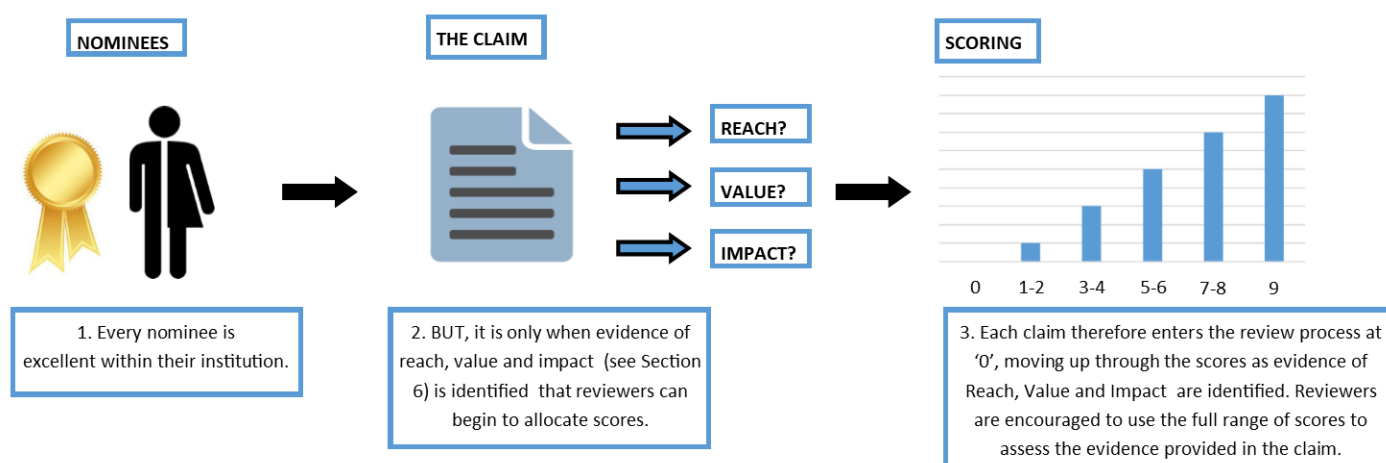
6. Scoring the Claim

6.1 Allocating Scores to Section B of the Claim

This award uses a best-match approach, scoring each criterion based on the range and quality of evidence within the nominee's Claim, considering their context.

The scoring diagram (**Figure 1**) shows the best-match approach, starting from 0 and building as evidence of value, reach, and impact is identified in Section B of the nominee's claim. This method emphasises Claim strengths, recognising the nominee's need to be selective within the word limit. Reviewers should focus on evaluating the evidence the nominee chooses to support their claim.

Figure 1: Scoring Decision Diagram



The 2026 Scoring Rubric in Appendix 1 provides the basis for your allocation of scores against each Award criterion. The 2026 Scoring Rubric in Appendix 1 guides scoring for each NTFS Award criterion (0-9 per criterion, maximum 27 per nomination). Use the full range (whole numbers only), ensuring your scores align with your feedback. For most scoring bands, you will use your professional judgement to choose between two possible scores (e.g., 5 or 6), while 0 and 9 represent the absolute minimum and maximum scores.

The NTFS is a mature, high-scoring Award, and reviewers are encouraged to make use of the full range of scores. If relevant evidence is not present, consider scores of 2, 1, or even 0 (if the evidence presented is entirely irrelevant to the criterion).

6.1.1 Awarding a score of 9

A score of 9 is exceptional and should be awarded rarely for truly outstanding criterion responses. An excellent criterion response would typically score 7 or 8. If you do award a 9, feedback should specify what makes the particular response exceptional. We do not

expect reviewers to routinely see criterion responses which merit a score of 9. If you are unsure about whether to award a 9 for a particular criterion response, please contact the Teaching Excellence Awards Team for advice.

7. Feedback

Given that scores are not shared, your feedback comments are extremely important to the nominee. Your comments will be combined with those of two other reviewers and provided as feedback to the nominee, verbatim (wherever possible) and anonymously, to support their future development.

The feedback form can be seen in the '*Reviewer SMA User Guide 2026*', which will be provided to all the trained reviewers allocated Claims for review. The online form will be completed on the SMA platform. We strongly encourage all reviewers to draft their feedback in a Word document and then copy it across to the SMA form; this allows reviewers to consider the appropriateness and clarity of their feedback and to complete a final proofread before uploading it. Please also ensure that you are uploading the correct feedback for the correct nominee.

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 (and scores must not be mentioned), although they 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.

After submitting your review, you will be able to download your feedback comments and scores; the '*Reviewer SMA User Guide 2026*' will include details about how to do this. If you find that you need to make an amendment after submitting your review, please contact ntfs@advance-he.ac.uk.

7.1 Aligning feedback and scores

Reviewers should complete written feedback for a Claim before they assign numerical scores to ensure alignment between the two. Key points to remember:

- + A score of 8 reflects an excellent response (and 9 an exceptional one) with very strong evidence of impact. Reviewers would be unlikely to have developmental points identified for these scores.
- + A score of 7 reflects 'very good, with some outstanding evidence,' and only minor developmental points should be noted (refer to Appendix 2 for examples). Additional impact evidence should not be requested for a score of 7.
- + Feedback for scores 7 or below should balance strengths and developmental points, with fewer developmental points as the score increases.

- + For lower scores, reviewers should actively acknowledge the Claim's strengths alongside providing detailed, actionable feedback to help nominees improve.

Nominees receive only written feedback, not scores, so accurate alignment is crucial for their development. Refer to the 2026 Scoring Rubric in Appendix 1 for further guidance.

7.2 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 2026 award criteria in your judgement.

+ **Criteria Feedback (for Nominee) – Up to 150 Words per Criterion**

This feedback is **required** and will be used verbatim where possible. It should be constructive and developmental, balancing strengths with areas for improvement. Comments should highlight the nomination's strengths, identify supporting evidence, and suggest where additional evidence of **Value**, **Reach**, and/or **Impact** (see 5.4) would be beneficial.

Ensure feedback aligns with your score, as the NTFS scheme aims to provide value to all nominees, regardless of selection. Please include as much helpful detail as possible within the word limit.

+ **Overall Feedback (for Nominee) – Up to 150 Words**

This section is **optional** and for overarching comments on the Claim as a whole, such as coherence or connectivity across the nomination. Any feedback provided here will be shared with the nominee.

Avoid repeating comments from specific criteria feedback or offering mentor-like advice or congratulatory remarks.

+ **Feedback for the Panel/Advance HE – Up to 150 Words**

This confidential feedback is **required** to support the decision-making process and will not be shared with the nominated team. Use this section to explain your scoring or provide insights that may assist the Panel to address potential discrepancies between reviewers. You may also highlight considerations for future improvements to the scheme.

7.2 Feedback tone and style

When writing feedback for nominees, keep the following guidelines in mind:

- + Use second-person language (i.e., 'you/your'), rather than first-person ('I'), or third-person references ('the nominee').
- + Write in full sentences (not notes) without subheadings.
- + Focus on evaluating the evidence, not the individual.
- + Scores of 7 or below, must include specific developmental points.

- + Ensure the tone is respectful, constructive, and developmental, being mindful that both the nominee and their senior team will read it.
- + Consider the nominee's context and avoid letting personal assumptions influence your review.
- + Recognise that the nomination is a snapshot of the nominee's activity due to word limits. Suggestions should therefore focus on missing evidence rather than critiquing their chosen approach.
- + Please do not follow or review hyperlinks if they are included by error, as they are considered additional evidence beyond the word count.
- + Use available resources (training materials, example feedback, etc.) to guide your feedback.
- + Ensure feedback is uploaded to the correct Claim on SMA and proofread.
- + Frame feedback positively wherever possible. Some examples of how negative wording could potentially be reframed are found in **Table 2** below:

Table 2: Framing of feedback

Negative phrasing	Positive phrasing
'A weakness is...'	'It would be helpful if...'
'The nomination fails in...'	'It would be useful if...'
'There were no...' or 'There is a lack of evidence..'	'Further details about [add specifics] would strengthen the evidence'.
'The nomination lacks...' or 'the nomination needs...'	'Your case would be stronger with more explicit evidence of..'
'Much room for improvement' or 'there is limited evidence of...'	'Your Claim would benefit from explicit evidence of...'
'It is especially weak in terms of...'	'Further details could usefully be provided to evidence... [add specifics]' '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...'

- Avoid repeating the guidance, criteria, scoring rubric, or nomination language - focus on specific strengths and development areas.
- Do not list examples from the nomination without explanation- if they are strengths, state this explicitly.
- Keep feedback objective and criteria-focused - avoid personal phrases like 'I enjoyed reading...' or 'I think...'.
- Use professional and measured language - avoid hyperbole ('fabulous', 'fantastic') and exclamation marks.
- Ensure clarity and accuracy - avoid discipline-specific terms, institutional jargon, and acronyms.
- Avoid contradictions - e.g., asking for less context in one section but more in another.
- Ensure feedback aligns with scores - e.g., if more impact evidence is needed, a score of 7+ is probably not appropriate.
- Stay within the award's purpose and criteria - avoid suggesting broader expectations like more innovation, publication, or extended reach unless the nominee has presented these as key aspects of their impact.

8. Outcomes

Winners will be publicly announced on **7 August 2026** via Advance HE's website and a press release. Nominees will receive their individual feedback by the end of August 2026. Reviewers will receive feedback on their review by the end of September 2026.

Thank you

Advance HE sincerely thanks you for your time and expertise in supporting the 2026 National Teaching Fellowship Scheme as a reviewer.

Appendix 1: NTFS 2026 Scoring Rubric

Use the Scoring Rubric below to assess each of the three parts of Section B of the nominee's Claim against each of the three NTFS Award criteria (maximum score of 27 per reviewer). For each claim, give a single score (e.g., 6). Most scoring bands offer two options (e.g., 5 or 6); use your professional judgment to select the higher or lower score within the band. Scores of 9 and 0 are standalone, representing maximum and minimum scores, with guidance for using 9 in Section 6.1.1.

	0 points	1-2 points	3-4 points	5-6 points	7-8 points	9 points
Criterion 1: Individual excellence	Evidence is not relevant to demonstrating enhanced student outcomes and/or of positive impact on the HE teaching profession.	Partial evidence of having enhanced student outcomes and/or of positive impact on the HE teaching profession.	Some good evidence of having enhanced student outcomes and/or of positive impact on the HE teaching profession.	Good, with some very good, evidence of having enhanced student outcomes and/or of positive impact on the HE teaching profession.	Very good, with some outstanding, evidence of having a transformative impact on student outcomes and/or on the HE teaching profession.	Exceptional evidence of the nominee having a transformative impact on student outcomes and/or on the HE teaching profession.

	0 points	1-2 points	3-4 points	5-6 points	7-8 points	9 points
Criterion 2: Raising the profile of excellence	Evidence is not directly related to influence on the development of HE learning and teaching practice and/or practitioners, OR to influence on support for HE student learning.	Partial evidence of influence on the development of HE learning and teaching practice and/or practitioners, including beyond the nominee's role AND/OR Partial evidence of influence on support for HE student learning.	Some good evidence of influence on the development of HE learning and teaching practice and/or practitioners, including beyond the nominee's role AND/OR Some good evidence of influence on support for HE student learning.	Good, with some very good, evidence of influence on the development of HE learning and teaching practice and/or practitioners, including beyond the nominee's role AND/OR Good, with some very good, evidence of influence on support for HE student learning.	Very good, with some outstanding, evidence of influence on the development of HE learning and teaching practice and/or practitioners, including beyond the nominee's role AND/OR Very good, with some outstanding, evidence of influence on support for HE student learning.	Exceptional evidence of influence on the development of HE learning and teaching practice and/or practitioners, including beyond the nominee's role AND/OR Exceptional evidence of influence on support for HE student learning.
Criterion 3: Developing excellence	Evidence not related to the nominee's commitment to ongoing professional development and the impact this has made on their own learning and teaching practice or outcomes for students or the practices of peers	Partial evidence of the nominee's commitment to ongoing professional development and the impact this has made on their own learning and teaching practice and outcomes for students and/or the practices of peers	Some good evidence of the nominee's commitment to ongoing professional development and the impact this has made on their own learning and teaching practice and outcomes for students and/or the practices of peers.	Good, with some very good, evidence of the nominee's commitment to ongoing professional development and the impact this has made on their own learning and teaching practice and outcomes for students and/or the practices of peers.	Very good, with some outstanding, evidence of the nominee's commitment to ongoing professional development and the impact this has made on their own learning and teaching practice and outcomes for students and/or the practices of peers.	Exceptional evidence of the nominee's commitment to ongoing professional development and the impact this has made on their own learning and teaching practice and outcomes for students and/or the practices of peers

Appendix 2: NTFS Example Feedback Resource

This table provides examples of effective feedback for each NTFS criterion and score (0–9), adapted from feedback on 2021–2022 NTFS nominations. Use these as helpful examples for reflection, not as templates. Your feedback should be as unique as each claim you review. Only one example per criterion and score is included, so consider additional examples from reviewer training.

Key features of effective feedback:

- Aligns with the criterion and score.
- Directly addresses the nominee (using ‘you/your’).
- Identifies specific strengths and provides context-relevant suggestions.
- Balances strengths and development points according to the score.
- Frames enhancement suggestions positively and respectfully.
- Uses most of the 150-word limit in full sentences.

For questions on feedback and scoring, please email ntfs@advance-he.ac.uk.

Score	Criterion 1 Individual excellence	Criterion 2 Raising the profile of excellence	Criterion 3 Developing excellence
9	You provide powerful evidence of how you are transforming student outcomes through your learning development initiatives. Your student-centred approach is demonstrated using compelling testimonials from colleagues and students who value your work in this respect and speak to your transformative impact. Your study skills initiatives, such as the centre and the online module, are outstanding examples that reflect your creative approach. The value and reach of these initiatives is evidenced using quantitative data, which demonstrates a sustained increase in student engagement, and qualitative feedback which provides persuasive evidence of impact for students who have accessed support from your service. You demonstrate how your adoption of an evidence-based approach to learning development has clearly enhanced your practice and that of your team. The value and impact of this is robustly evidenced through your imaginative approach to developing engaging and accessible resources for students, and through the resulting enhancement to their learning.	From your position as Senior Lecturer, your impact on change processes is clearly transformative and demonstrates the high regard in which your teaching excellence is held. Your leadership has clearly supported colleagues to embrace the substantial cultural changes you were advocating, resulting in highly creative, positive changes to student assessments and outcomes on a wider scale. You go beyond your role to a significant extent in the pursuit of enhancing student learning opportunities. This is particularly evident in your integration of Avimore's TGF scheme (now successfully adopted at other institutions), and which is now expanding to have a significant national impact, providing outstanding evidence of your reach. The additional value of this initiative for students is powerfully demonstrated. You provide compelling evidence of your impact in supporting your colleagues using testimonials from students, peers, senior managers and significant external figures, as well as the further institutional awards achieved.	You convincingly demonstrate an exemplary commitment to your continuing professional development. You provide compelling evidence of your highly proactive approach to your CPD, particularly in terms of seeking digital education development opportunities, and the transformative impact this has had on your professional practice is clearly evidenced. Likewise, your examples of how you have developed excellence through instigating collaborations are imaginatively demonstrated. You provide exceptional evidence to demonstrate how you have applied and shared your CPD. The resulting significant impact, value and reach this has had for your own practice and for student experiences and outcomes, as demonstrated under criteria one and two, is unequivocal.
8	You provide three compelling examples to evidence the impact of your teaching practice, demonstrating how you addressed challenges in teaching via the creative, adaptable and sustainable use of technological solutions. You effectively evidence the widespread adoption of your creative solutions via engagement with the online learning platforms you use and you demonstrate how these resources have been endorsed by JISC and are provided	You provide very robust evidence of your contribution to your peers' professional development, within your institution, nationally and internationally. You are clearly committed to raising the profile and standard of teaching within medical education. You demonstrate how you have gone beyond the immediate responsibilities of your role through the reach and scale of your impact on your peers,	You offer a compelling, values-driven account of your approach to developing your practice. You provide some very strong evidence of how the learning and experiences you gained with the practitioner qualifications that you undertook have enhanced your approach to your academic and professional development leadership role. You show how you proactively seek out new skills and clearly demonstrate how these directly

Score	Criterion 1 Individual excellence	Criterion 2 Raising the profile of excellence	Criterion 3 Developing excellence
	without cost due to the funding you successfully secured. You clearly evidence your reach, both geographically and in terms of diverse groups of learners, including distance learners. The value of these initiatives is well recognised, not just by students and colleagues, but also by the corporate partners who agreed to share their graduate training materials for free, thereby enabling wider reach and impact. You provide some useful evidence of your impact on diverse groups of students.	supporting them to publish, achieve national prizes and to apply for fellowships. Your contribution to developing innovation in your field of medical practice is exceptional and you use strong examples from your teaching practice to demonstrate how you have translated your subject-specific expertise and experience into positive changes to pedagogic practice which have clearly influenced your peers. Your 'Doctor as Teacher' module provides a very good example of this. Your evidence of the impact of your pedagogic practice beyond your institution is effective.	benefit your practice. The coaching course is a powerful example of how you have applied your learning, resulting in a transformative impact on your own practice, and that of the colleagues you supported, which in turn has clearly benefitted wider support for student learning. Your account of your own development provides a dynamic underpinning for the success of your initiatives, which you outlined in criteria one and two. Your example of how you implemented the feedback you received on your conference participation to your practice was useful.
7	You provide very convincing evidence to support the impact of your work on student progression and widening participation (WP). The achievements of your UG studentship candidates and doctoral students provides strong evidence of the value of your work through the combination of teaching and research. The impact of the WP activities that you have established with a range of stakeholders within and beyond your institution is clear, evidenced by the increase in students from WP backgrounds from 5% to 30%, which has been sustained. The range of evidence you use is compelling. The student feedback data and testimonials effectively evidence the impact and value of your work. You could strengthen your claim by explaining more about how you learnt from the impact of the pandemic on university teaching and the move to online, and how you utilised this to good effect in increasing the reach of the WP work.	You have clearly extended your reach beyond the students you teach directly and have raised the profile of your creative techniques both nationally and internationally. You have shown how your reputation has grown and there is compelling evidence of impactful influence on teaching practice through your support and development of colleagues within, and beyond, your institution. Your recent work with practicing professionals and the Race Equality Charter evidences how you are going beyond your immediate role. Your claim could be further strengthened by showing how your influence there has gone on to impact on the HE teaching of Chemistry, in addition to the impact on professional practice you already evidence.	You present a clear focus for your professional development needs and demonstrate a very impressive record of self-development and CPD that has been undertaken purposefully, using both formal and informal opportunities. The planning of your professional development is systematic, analytical and thoughtful. You provide some excellent examples of working across disciplines and institutions to strengthen your knowledge and skills in supporting meaningful change. Importantly you convincingly demonstrate the impact of your continuing professional development and experiences upon learning outcomes. Your final section includes further examples of the influence of your work upon colleagues and learners but it could be strengthened by including more personal reflection on how your own learning and development has led to these impacts.

Score	Criterion 1 Individual excellence	Criterion 2 Raising the profile of excellence	Criterion 3 Developing excellence
6	<p>You provide effective evidence of the impact of your interventions to develop meaningful wellbeing and study skills support for doctoral students. The evidence around the dissertation supervision system is well-integrated into the narrative, supported with detailed and well-triangulated feedback from students. Including feedback from the dissertation supervisors and professional support colleagues involved would strengthen this example even further. You use quantitative data to demonstrate how your holistic and targeted approach to supporting the wellbeing of doctoral students is clearly having an impact on student experiences and outcomes in a sustained way. Your imaginative approach to the co-creation of student wellbeing resources is clearly having reach and impact in several areas and you effectively demonstrate this for students using engagement data and testimonials. You briefly refer to broader engagement with your student support initiatives from colleagues across your institution, however expanding upon your impact in this context would strengthen your claim.</p>	<p>You provide a range of effective examples to evidence your contributions to colleagues' and students' development, going beyond your immediate remit. These range from well-received staff development workshops through to redevelopment of provision within your immediate subject area. You effectively use quantitative evidence in the form of positive NSS scores (which you usefully contextualise). You also use qualitative evidence in the form of peer feedback, which reflects the value of your work to your colleagues, although including feedback from a broader range of colleagues would enhance this section. Your evidence of your impact on your peers could be further strengthened by providing some examples of positive changes to your peers' practice. You begin to demonstrate your reach and impact beyond your institution, particularly in relation to online learning, however providing more detailed evidence would strengthen this, for example by utilising engagement data relating to your online staff development resources.</p>	<p>Your commitment to your professional development is clear. You proactively identify formal learning opportunities, such as your mentoring training and postgraduate qualification and provide some very good evidence (testimonials from colleagues and your achievement of PFHEA) of their impact on your approach. In places, more explicit examples of the nature of their impact on your practice would strengthen this section, as would evidence of the corresponding impact on the student learning experience. You usefully show how you identify informal learning opportunities arising from your collaborative institutional projects, and you discuss how methods you use, such as blogging and visual notetaking enable you to continuously enhance your approach. This section could perhaps be strengthened by demonstrating a more integrated approach to the various methods you use here. Articulating how the development activities you describe here have supported the success of your initiatives under criteria one and two would be helpful.</p>
5	<p>You provide useful evidence of the impact of your work and your focus on supporting learners throughout their programme, regardless of discipline is a strength here. The use of quotes from students, academic and clinical colleagues is effective and supports your claim well. To enhance your claim under this criterion, you might consider ways of demonstrating the 'so what?' in regard to the impact of your work on the student experience. For example, being nominated by the SU for the</p>	<p>Your work influencing your clients and developing teaching and learning culture and practice within your institution, shows you have clearly raised the profile of HE learning and teaching. You have further shown how you can support and develop colleagues so they have the capacity to enhance the student experience and that this has led to an increase in the status and reputation of the programme. Your claim against this criterion could have been</p>	<p>Your commitment to your professional development is evident. You show how some of these development opportunities are linked into your practice. You could strengthen your claim further by sustaining this approach throughout and providing more detail on the impact on the student experience. For example, this is evidenced in your account of your visit to Poppleton and how your learning has been incorporated into your third year module and into</p>

Score	Criterion 1 Individual excellence	Criterion 2 Raising the profile of excellence	Criterion 3 Developing excellence
	VC's Student Support Award provides effective evidence of esteem, but it would be helpful to learn more of the impact of your work with the SU in terms of transforming the student experience.	strengthened by providing more evidence about your reach and the impact of your work beyond your immediate role. To address this you could perhaps shift the focus of your account to say more about the impact of your work in terms of raising the profile of excellence in HE with the national and international committees and councils to which you have contributed.	your EDI work. You could make the impact on students more explicit here, for example, you might give further detail on the impact of the materials you have incorporated into your third year module. Similarly, you might provide more information on how participating in the Leadership Programme then impacted on the student experience. Being more explicit in the linkages between your CPD, practice and the student experience would enhance your claim.
4	You articulate some useful examples of your teaching effectiveness. You focus on two main interventions: you show how you have identified and addressed a gap regarding interdisciplinary components in Biological Sciences programmes, and how you have developed assessment of academic skills using team-based learning (TBL) strategies. However, your claim would be strengthened by providing less description of the TBL approach and focussing more clearly on demonstrating the reach and impact of your activities. This could be achieved by including a broader range of evidence (both quantitative and qualitative) such as student feedback and outcomes data. For example, you could include testimonials from students who took your module which demonstrates the positive impact the TBL approach has had for them. You could also consider how you could demonstrate the reach of your activities beyond your programme (commensurate with your context), for example to your school/institution and/or to other groups of students.	You provide some effective evidence of how you are developing colleagues' practice around student support. Your coaching interventions highlight how you support and develop colleagues' practice, so they have the capacity to enhance the student experience and this is clearly considered valuable. However, your claim would be strengthened by providing more detailed evidence of the impact of your work on your colleagues. You refer to developing and delivering a bespoke training package to potential mentors and to staff, and provide data on student participation, however more evidence of the value and impact for colleagues would strengthen this example. Similarly, your peer mentoring scheme demonstrates some impact on students' leadership skills and engagement, however the value and impact for colleagues would benefit from being more clearly evidenced for this criterion. Further evidence of how your activities go beyond the immediate responsibilities of your role would also strengthen your claim here.	You provide evidence of a range of activities that you have been involved in which evidence your commitment to ongoing professional development related to teaching and learning. You provide some effective evidence of how your reflective approach has benefitted your practice and in turn, the experiences of students (for example, your reflection on the impact of the peer-assisted learning approach). The section on invited and speaker and conference presentations could be strengthened with more discussion about what you learned in this context, and explicit links to the impact on your teaching practice as well as the development of your teaching philosophy. It may also have been helpful to have included in this section some explanation of your general approach to ongoing professional development in relation to your learning and teaching practice.

Score	Criterion 1 Individual excellence	Criterion 2 Raising the profile of excellence	Criterion 3 Developing excellence
3	<p>You detail how empowerment pedagogy underpins your approach to learning and teaching and how this can enhance the student experience, which gives useful context to your claim. Your Excellence in Teaching Award provides some evidence of institutional impact. However, your claim could benefit from more specific evidence of the impact of your activities on student outcomes and/or the teaching profession. Some quotes from participants have been included and you provide some data to demonstrate engagement with your resources. You could strengthen your claim by demonstrating how participation in your activities has made a difference to student outcomes or changed teaching practice. You could usefully consider providing detailed evidence to demonstrate the impact of your inclusion initiative on learning outcomes, as this has real potential to transform student outcomes.</p>	<p>You provide a range of examples of how you have worked with colleagues and clearly state your commitment to reaching out to others to raise the profile of excellence. Several of the examples you included are potentially very relevant to this criterion (e.g. the cross college personal tutoring project, and the discipline network to which you are attached). To enhance your claim here, you could consider more explanation of some of your examples, which may mean cutting out others. It would be helpful to know more about your contribution to the most relevant activities and the impact you have had with this contribution. You do provide some evidence of impact on colleagues in relation to satisfaction, which could be strengthened with information about how their practice has been changed. It would be helpful here if you could bring out more fully the impact on colleagues and on student learning within this work.</p>	<p>You provide some evidence of your commitment to your professional development, and you are clearly committed to enhancing your approach to supporting the student experience and academic support provision. You also articulate some impact on student outcomes through your reviews of at-risk student data. You provide some discrete examples of reflective activity. However, focussing more on your approach to your professional development, how your reflective activities have impacted on your practice and in turn how these have directly impacted on the student experience would strengthen this section. You briefly refer to some activities that would benefit from more focus. For example, discussion of what you learned from your coaching qualification and leadership development training, how these have impacted your approach and how in turn they have benefitted others would have been highly relevant here.</p>
2	<p>Your commitment to embedding inclusion in your practice and to enhancing the learning outcomes of all students is clear. Including stronger evidence of the value, reach and impact of your activities specifically, to demonstrate how your practice benefits students would significantly strengthen your claim. You do include some quantitative evidence of student attendance, however this covers a relatively short timeframe. Providing data for a longer time period would evidence more sustained impact. You could also consider including qualitative evidence, such as student testimonials</p>	<p>You describe the reciprocal benefits for staff and student development arising from your public engagement project ROBOFest. However, your claim would be strengthened with explicit evidence of how this works in practice, to establish a connection between your project work, the professional development of colleagues and the subsequent benefits to students' learning resulting from their involvement. Further exploring the WIRED model and how it has developed a community of practice has real potential to demonstrate value</p>	<p>You articulate your commitment to your professional development and you have described some activities you have engaged with to develop your academic practice. Your claim could be strengthened under this criterion by demonstrating how the activities you undertake have impacted on your professional development. For example, you could provide further evidence of how you have used what you learned from the observation of your colleagues' teaching and how you have used the learning from the Research Working Group to feed into</p>

Score	Criterion 1 Individual excellence	Criterion 2 Raising the profile of excellence	Criterion 3 Developing excellence
	relating to your tutorials for supporting students with dyslexia, as well as attainment data to evidence the 'outstanding results' achieved. Finally, a mix of qualitative and quantitative evidence from the participants at the two open lectures you have delivered, including the 'learning assets' you have created, would strengthen this example.	and impact. Including testimonials from peers who saw meaningful benefits to their practice would also be highly relevant here. Examples of how colleagues' professional development benefitted from the opportunity to publish and present, which seems a very positive part of this national project, would be highly relevant here, as would articulating how your own publications have enhanced colleagues' understanding of project-based learning and public engagement in HE.	your teaching, in order to enhance and transform the learning experience of your students, or better support your colleagues. You begin to do this with your discussion of the PGCAP and how you have applied some of your learning there to your practice, however this was brief and could be strengthened by providing some detailed evidence of its impact.
1	Your passion for your work comes through strongly in your claim. You have offered a robust argument for the creative nature of what you do in the sector, and how you have integrated your work as a professional accountant with educating others. To address this criterion effectively however, your claim would benefit from more emphasis on the reach, value and impact of your work, and specifically in relation to student outcomes. To show this, you might for example wish to draw on data showing the impact of your initiatives on student outcomes and include testimonials from your students which testify to your impact on them. You could also include a worked through example of reaching students from diverse backgrounds with your creative practice, and adding value to their experiences. Evidence such as this will strengthen your claim.	It is clear throughout your claim that the area of wellbeing drives you. You articulate activities relevant to this topic and consistently state that this work has value and benefits to others. You show that you are committed to improving the wellbeing of staff around you and state that there were "reduced levels of stress" after staff had received interventions you describe. Could you evidence this, perhaps with a testimonial or an endorsement from a senior colleague? In addition, you stated that the training had "affected their professional practice in a meaningful way"; how did you come to this conclusion and can you provide specific evidence of this? There are some important examples in this criterion that would be made more effective with more specific evidence of how they are raising the profile of excellence through impact on colleagues. (For example, feedback summaries, evaluation data, both qualitative and quantitative).	You clearly engage in a range of activities which are developmental, attending conferences, writing articles and presenting workshops in a range of settings. You are valued by your colleagues for your influence in many of these contexts. However, to address this criterion effectively you need to articulate more clearly what you learned in these situations, and how this has helped you develop your teaching and support for learning practice. The focus of this criterion needs to be your professional development in relation to teaching and learning. Where you are discussing CPD explicitly in this section it is often the CPD of others, which could be more relevant to criterion 2.

Score	Criterion 1 Individual excellence	Criterion 2 Raising the profile of excellence	Criterion 3 Developing excellence
0	** As claims submitted for the NTFS will contain <i>some</i> evidence, a score of '0' is extremely rare. Should a reviewer need to compose feedback for a score of '0', reviewers might adapt the style of the exemplars for a score of '1'.**	** As claims submitted for the NTFS will contain <i>some</i> evidence, a score of '0' is extremely rare. Should a reviewer need to compose feedback for a score of '0', reviewers might adapt the style of the exemplars for a score of '1'.**	** As claims submitted for the NTFS will contain <i>some</i> evidence, a score of '0' is extremely rare. Should a reviewer need to compose feedback for a score of '0', reviewers might adapt the style of the exemplars for a score of '1'.**

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