

# National Teaching Fellowship Scheme (NTFS) 2026

Guidance for institutions and  
individuals

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## Contents

1.	Deadline and assessment schedule	3
2.	Introduction	4
2.1	Updates for 2026	5
3.	Guidelines for nomination	5
3.1	Eligibility	5
3.2	Nomination documents	6
3.3	Formatting requirements	7
3.4	Monitoring of equality and diversity data	9
3.5	Submission and receipt of nominations	10
4.	NTFS award criteria	10
5.	Developing the Claim	11
5.1	Section A: Context Statement	11
5.2	Section B: Claim against the three NTFS award criteria	13
5.3	Section C: Reference List	16
6.	Statement of Support	17
7.	Review and selection process	18
8.	ANTF support events	19
9.	Outcomes and publicity	19
9.1	Publicity Information and Photographs	20
9.2	Written feedback	21
10.	Award ceremony and briefing event	21
	Appendix 1: NTFS 2026 Nominee Claim form	22
	Appendix 2: Statement of Support form	24
	Appendix 3: NTFS 2026 scoring rubric	25

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## 1. Deadline and assessment schedule

The timetable for the submission and review process is as follows:

Date	Milestone
Monday 6 October 2025	<p><b>Call for nominations opens</b></p> <p>NTFS 2026 Guidance for institutions and individuals will be available on the Advance HE website.</p> <p>Teaching Excellence Awards Leads (TEALs) in institutions will be able to access and download the nomination documents from the <a href="#">‘Teaching Excellence Awards Lead (TEAL) Contact Network’</a> group on Connect.</p>
<b>Wednesday 11 March 2026</b>	<p><b>Nominations close</b></p> <p>Nominee details and all electronic copies of nomination documents must be uploaded by the TEAL to Advance HE’s Survey Monkey Apply (SMA) online platform by <b>12:00 noon (GMT)</b>. Access to SMA will close to TEALs at this time.</p>
w/c 29 June	<p><b>Nominees, TEALs and Vice-Chancellors notified of outcome</b></p> <p>Nominees and TEALs will be informed of the outcome. Vice-Chancellors/Principals/Presidents (or equivalent) of nominating institutions will only be informed of any winners. Please note that this information is embargoed until the official announcement.</p>
Thursday 6 August 2026	<p><b>Official announcement</b></p> <p>Advance HE announces the new 2026 National Teaching Fellows.</p>
By end of August 2026	<p><b>Nominee feedback issued</b></p> <p>Nominees will receive written feedback on their nomination; please note that reviewer scores and overall rankings will not be shared. TEALs will be copied into feedback.</p>
Autumn 2026	<p><b>Award Ceremony</b></p> <p>The Award Ceremony will be held in early Autumn 2026 (date and location to be confirmed).</p>

This document provides detailed guidelines for the nomination process and for the preparation and submission of nomination documents for the 2026 NTFS award round. Institutions that wish to change their TEAL, or the TEAL’s contact details, should email the team at [ntfs@advance-he.ac.uk](mailto:ntfs@advance-he.ac.uk).

## 2. Introduction

The purpose of the National Teaching Fellowship Scheme (NTFS) is to recognise, reward and celebrate individuals working in **UK higher education (HE)** who have made an outstanding impact on student outcomes and/or the teaching profession.

The NTFS is organised and run by Advance HE. In order to put staff forward for the NTFS, institutions must be Advance HE UK Full or Affiliate members; participation in the scheme is a benefit of membership, i.e., no additional fee is due for participation.

Advance HE UK member institutions are eligible to enter up to **three members of staff who teach and/or support learning in higher education**. Individuals selected to enter the NTFS are called '**nominees**', as their institution has chosen to put them forward for an award via a '**nomination**'.

Nomination documents will be available for download from the private '[Teaching Excellence Awards Lead \(TEAL\) Contact Network](#)' group on Advance HE's Connect platform. If you are a TEAL and do not have access to the TEAL Contact Network group, please contact the Awards Team. TEALs submit nominations via Advance HE's [Survey Monkey Apply](#) (SMA) online platform.

Up to 55 individual awards will be made in 2026, in recognition of outstanding impact. Advance HE will promote the work of all winners and showcase their contribution to student outcomes and/or the teaching profession.

Nominees will be informed of the outcome of their nomination in the week commencing 29 June 2026; this information is embargoed until the official announcement on Thursday 6 August 2026.

Successful nominees will be invited to attend an Awards Ceremony in Autumn 2026, where their National Teaching Fellowship will be presented and celebrated.

New NTFs will be invited to become a member of the Association of National Teaching Fellows (ANTF) to become an ambassador for the scheme, collaborate with other NTFs and support the ongoing enhancement of learning and teaching.

Further details of the [Scheme](#) and of the [Association of National Teaching Fellows](#) are available on Advance HE's website. NTFs will also be eligible to use the postnominal 'NTF' and will receive a digital badge.

The UK Teaching Excellence Awards Advisory Panel plays a pivotal role in the process. The Panel advises on the criteria, the process of assessment and moderation, and the selection of the winners. The Panel is independent of Advance HE and includes senior HE representatives from the UK nations and other relevant stakeholders.

## 2.1 Updates for 2026

- + Nominees must now separate and report the word count for each criterion under two distinct headings:
  - Words included in figures
  - Words included in the main body of textThe overall word limit still applies. See section 3.3 for full instructions.
- + New guidance has been added on the use of visual elements in Claims (Section 3.3).
- + TEALs will now be able to access and download Word versions of the nomination documents via the private '[Teaching Excellence Awards Lead \(TEAL\) Contact Network](#)' group on Advance HE's Connect platform.
- + 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).
- + Nominees must include headers containing their name and nominating institution and footers with page numbers (See 3.3).
- + A number of minor revisions have been made to the wording throughout.

## 3. Guidelines for nomination

### 3.1 Eligibility

The NTFS is open to all Advance HE member Higher Education Providers (HEPs) across the four nations of the UK, including Further Education Colleges and independent 'alternative' providers. Each institution is invited to **nominate up to three** individual members of staff who can clearly demonstrate having an outstanding impact on higher education student outcomes and/or the teaching profession.

In selecting up to three individuals to put forward for the scheme, institutions are strongly encouraged to reflect the full diversity of their staff body.

Nominees can hold **any role that contributes to the enhancement of student outcomes and/or the teaching profession**, i.e. professional staff that support HE learning are also eligible to be nominated.

Staff can be nominated at any stage of their career and may be employed on any type of contractual arrangement; for example, part-time, full-time, sessional, non-permanent (fixed term).

Staff must be teaching and/or supporting HE student learning within a member institution, including for instance teaching, research and/or learning support. Staff working at an overseas campus, whilst employed by the member UK HEP, are eligible to be nominated.

Individuals are not permitted to apply for the National Teaching Fellowship Scheme (NTFS) and to also be a CATE Team Leader or CATE Deputy Team Leader in the same Awards round.

TEALs and Deputy TEALs cannot be nominated for NTFS. A TEAL or Deputy TEAL who wishes to be nominated should step down from their TEAL or Deputy TEAL role for the relevant awards cycle. Please contact [ntfs@advance-he.ac.uk](mailto:ntfs@advance-he.ac.uk) to advise of the change and

provide contact details for the replacement TEAL/Deputy TEAL. TEAL SMA access will be re-assigned at this point to prevent any conflict of interest.

The Claim (see definition below) should be the work of the nominee only. Advance HE retains the right to process nominations through anti-plagiarism software. Whilst Generative AI tools, such as those related to spelling and grammar, might be appropriately used to support the nominee in developing a Claim, the content must be the nominee's personal work. In making the nomination, institutions confirm that appropriate measures have been in place to ensure the integrity and authenticity of the nominee's Claim.

Advance HE aims to encourage employment practices that enable equitable outcomes in recruitment, retention and career development within the HE sector for all individuals. Advance HE expects institutions to ensure that their processes for selecting nominees are inclusive and do not discriminate against individuals in relation to the protected characteristics set out in the Equality Act 2010. In addition, selection processes should be inclusive of the variety of ways in which staff that teach and/or support learning are employed at the institution.

Data indicates that within the NTFS there has previously been **under-representation of the following groups**:

- + The wide range of **professional staff that support HE student learning** (to give some examples: learning developers, learning technologists, learning designers, careers and employability advisors, library staff, student support staff, academic skills developers, academic advisors, technicians, placement officers, etc.)
- + **Part-time, fractional, sessional or hourly-paid staff.**
- + **Ethnic minority staff groups** relative to HESA statistics.
- + **HE staff working within the college sector and alternative providers.**
- + **Males** relative to HESA statistics.

**Institutions are encouraged to consider how the internal selection process can be used to create a positive profile for the selected nominee(s)** and how they will support nominees who are unsuccessful in the NTFS awards process, as it is highly competitive.

## 3.2 Nomination documents

**Nominations** are comprised of the documents and forms listed below. Nomination documents must be completed and submitted via SMA by the institution's TEAL (see Section 3.5).

**Nomination documents and nominee information comprise the following:**

- **Nominee Information:** For NTFS 2026, TEALs must collect the following information from each nominee and enter it onto the Advance HE SMA online platform:
  - + Nominee name and title
  - + Nominee job title, department and nominating institution name and address
  - + Nominee contact details (including a phone number that the nominee consents to be contacted on should they be successful)

- + Nominee thematic and subject area specialism(s)
- **Claim:** completed by the nominee using the Claim pro-forma downloaded by the TEAL from the private TEAL Network group on [Connect](#). Nominees use the Claim pro-forma to write a narrative against each of the three award criteria (maximum 1500 words per award criterion) and to provide an overarching Context Statement (up to 300 words) and a Reference List (see Section 5.3 for details) for citations used within the Claim (excluded from the word count); see Appendix 1. A bilingual Welsh language version is also available for the TEAL to download. The completed Claim pro-forma must be submitted by the TEAL as a PDF file.
- **Signed Statement of Support:** a statement (maximum 1000 words) providing endorsement and an institutional perspective to support the nominee Claim. This statement should be written by a colleague in a senior position at the nominating institution (at the level of DVC/PVC/Director of Professional Service area, or equivalent), who is familiar with the nominee's teaching and learning practice, using the pro-forma downloaded by the TEAL (see Appendix 2). The Institutional Statement of Support should be signed off by the institution's Vice-Chancellor (or equivalent). A bilingual Welsh language version is also available for the TEAL to download. The completed Statement of Support must be submitted by the TEAL as a PDF file.

### Equal Opportunities Monitoring Survey

**After** the submission deadline, all nominees will be contacted by the Advance HE Awards team and asked to complete **an online Equal Opportunities Monitoring survey** (please see Section 3.4 below). This data will be used anonymously to report on equality and diversity to the UK Teaching Excellence Awards Advisory Panel. The survey URL will be emailed directly to nominees by the Awards Team once nominations have closed on Wednesday 11 March 2026.

## 3.3 Formatting requirements

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

- **Word Limit:** Sections A and B have strict maximum word limits. Any words exceeding these limits will not be considered by reviewers.  
Nominees must provide a breakdown of their word count for each criterion response in Section B under two separate categories:
  1. Word count within all 'figures', such as diagrams, graphs, and tables - this includes all keys, headings, axis labels, and any other text within visual elements.
  2. Word count within the main body of the text, including all section headings, in-text citations, endnotes, punctuation marks, and numerical charactersThe combined total of these two wordcounts must not exceed the overall word limit.



➤ **Font:** Arial 12 point.

➤ **Use of Visual Elements**

Diagrams, charts, graphs, tables, and other schematic representations **are permitted** and may be used to support a nominee's claims. These should present information in a structured or simplified form.

• **Examples include:**

- Tables
- Bar charts
- Line graphs
- Pie charts
- Scatter plots
- Flowcharts
- Process diagrams
- Venn diagrams
- Fishbone (cause-and-effect) diagrams
- Timelines
- Mind maps
- Conceptual diagrams
- Framework diagrams
- Matrices (e.g. SWOT analysis)
- Grids comparing categories or variables

All text within these elements - such as labels, headings, keys, and axis titles - must be included in the 'figures' word count.

• However, non-schematic visuals are **not permitted** and nominations containing these will be returned.

**These include:**

- Photographs (e.g. images of objects, people, events)
- Illustrations or drawings
- Screenshots
- Logos or icons
- Scanned text
- Decorative or artistic images
- Infographics with non-schematic elements (nominees should remove any schematic elements and present these separately). The visual below, for example, **would not be permitted**:



➤ **Headers and footers:** nominees must include headers containing their name and nominating institution and footers for page numbers.

➤ **Testimonials:** Student testimonials should be attributed in a way that provides relevant context about the learner while maintaining anonymity., e.g., "UG Student"



or "PG Workshop Attendee." Testimonials from colleagues or other stakeholders may include their name with consent or be anonymised if more appropriate.

- **Citations:** can be included in the body text or put as endnotes (rather than footnotes) for each section. These must be added to the final word count.
- **Hyperlinks:** do not include hyperlinks as these add additional information outside the word limit. Advance HE will return Claims which include hyperlinks. Internet addresses are permitted in the Reference List to denote online sources, but reviewers are instructed not to follow them.
- **File Saving:** The following naming convention should be used for all submitted files: <Initial.Surname\_Institution\_DocumentName> (e.g. J.Bloggs\_UniofPoppleton\_Claim).
- **TEALs please note that when files are submitted via SMA, the system generates a list of letters and numbers which it adds to the file name as a unique identifier. This will not in any way affect how the submitted files are processed.**

**Advance HE and the UK Teaching Excellence Awards Advisory Panel reserve the right to reject any nominations failing to adhere to these requirements. It is therefore the responsibility of the nominating institution and the individual nominee to ensure that the nomination adheres to the requirements with regard to formatting, required signatures and word limits.**

### 3.4 Monitoring of equality and diversity data

All personal data provided through the submission of a nomination for the NTFS will be held confidentially by Advance HE and only relevant documentation will be shared with the reviewers and the UK Teaching Excellence Awards Advisory Panel, as explained within this guidance document.

Advance HE is committed to promoting equality and diversity and collects data on nominees for statistical monitoring via the Equal Opportunities Monitoring Survey. The information provided does not form part of the Claim and is not made available to reviewers but is used anonymously by Advance HE for statistical monitoring.

The confidentiality of the nominees' data is maintained by Advance HE. Advance HE collates the information provided by all 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 Survey is an online survey which should be completed by the nominee and not the TEAL. The Awards Team will communicate directly with nominees regarding completion of this survey (see Section 3.2 above).

For information about how Advance HE collects, stores and uses personal information about the NTFS nominees please review our [privacy statement](#).

### 3.5 Submission and receipt of nominations

**Nomination documents must be submitted by the institution's TEAL** through the SMA online platform. TEALs will need an account on SMA to enable them to upload the nomination(s). Full instructions are provided in the TEAL Handbook and SMA User Guide 2026.

**All nomination documents must be uploaded by 12:00 noon (GMT) on Wednesday 11 March 2026.** If the institution is nominating more than one individual, the TEAL will need to upload nomination documents for each of the nominees on SMA; it is therefore essential that the correct file naming convention is adopted (Section 3.3).

The TEAL is acting on behalf of their institution, and it will be assumed by Advance HE that they are acting in accordance with the expectations of their senior management when submitting their institution's nomination(s).

Submissions should be in the English or Welsh language; those submitting in Welsh must also include an English language version of all nomination documents for review purposes.

Receipt of uploaded nominations will be acknowledged by an automated email sent to the TEAL from the SMA system. Please note the SMA online system will not allow incomplete nominations to be submitted. Following submission, Advance HE will confirm that all documents have been received and are accessible in an email sent to the institution's TEAL from the mailbox [ntfs@advance-he.ac.uk](mailto:ntfs@advance-he.ac.uk) as soon as possible, and by **17:00 on Friday 13 March 2026**. If the TEAL has not received this confirmation from Advance HE by this date, then we advise that they should contact Advance HE at [ntfs@advance-he.ac.uk](mailto:ntfs@advance-he.ac.uk) to confirm document receipt before a final deadline of **17:00 on Monday 16 March 2026**.

## 4. NTFS award criteria

All nominee Claims will be assessed on the evidence provided in relation to each of the three NTFS award criteria:

### **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.

Reviewers will be looking for evidence of **value**, **reach** and **impact**, to be demonstrated within the narrative presented in Section B of the Claim document. Please note that each of the three award criteria above is given equal consideration in the assessment process and weighted equally in the overall score.

## 5. Developing the Claim

The nominee 'Claim' is made up of three 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, containing evidence against each of the three NTFS award criteria, is scored by reviewers; the Context Statement and Reference List are not scored.

### 5.1 Section A: Context Statement

Advance HE and the UK Teaching Excellence Awards Advisory Panel recognise that excellence in teaching and learning support is shaped by specific academic, professional, and institutional contexts. Reviewers will consider both the nature of the institutional setting and the nominee's opportunity to contribute within it.

*The Context Statement plays a crucial role in the review process. It enables reviewers to understand the nominee's role and working environment and provides essential background for interpreting the evidence presented in the Claim.*

The scheme values impact and engagement that extend beyond a nominee's immediate academic or professional responsibilities. For example, a nominee may have made a significant contribution to learning and teaching in higher education through work that lies outside their core role (particularly relevant for Criterion 2).

Given the diversity of nominees, in terms of experience, job roles, and institutional settings, there will be significant variation across applications. The 300-word Context Statement appears at the beginning of the Claim and is not scored. Instead, it frames Section B and helps reviewers orient themselves to the nominee's context when considering the evidence against each award criterion.

A well-crafted Context Statement allows reviewers - who may come from very different settings - to understand not only the nominee's role but also how their work stands out within that context. It should clearly situate the evidence in Section B but should not include information intended to demonstrate impact or serve as additional evidence.

Nominees have flexibility in how they structure their Context Statement and should use this opportunity to highlight the aspects of their context most relevant to their Claim. However, they should avoid lengthy descriptions of their institution's history or prestige.

**As there is a strict 300-word limit, content must be concise.** Guidance on what to include, and what to avoid, is provided below.

**What to include** – explaining your context clearly helps reviewers to understand your Claim (they may come from very different contexts to you), but it can also help them see how your work stands out in a particular situation. You might consider including information such as:

- Information about your institution, which enables reviewers to understand the type of HE environment you work in, and the student body relevant to your work.
- Information about the learners you are discussing in Criterion 1 – who are the learners whose outcomes are being transformed? What do you teach if you teach? If you are in a professional role, who are the learners you support, or the staff you guide? If, under Criterion 1, you are evidencing an impact on the teaching profession, it will be helpful to explain in the Context Statement who the colleagues you are influencing are, or what aspect of the HE profession you are discussing.
- Information about your discipline, field, specialist and/or professional area as relevant to the evidence you will be providing under the three award criteria.
- Information about your specific professional and/or academic role - to clarify the context for Criterion 1 (opportunities afforded by it) and to be able to demonstrate impact and engagement beyond your role in Criterion 2. Include dates where relevant to help reviewers understand your context and impact over time.
- Information that provides context to any wider activity you are involved in that you may be including under Criterion 2, e.g., sector bodies, industry. Remember that when you discuss the activity and evidence of value, reach and impact in Criterion 2 it is important to show how it raises the profile of excellence in **HE teaching and learning**. You may be able to clarify the context for this here.
- If you are drawing on evidence from more than one role or institution, include concise information about all roles and institutions relevant to your Claim – include relevant dates or a timeline to help reviewers to understand your account.
- Any other information about particular aspects of your situation that might be a factor shaping the evidence you provide, so for example if you are part-time, or if you have taken time out, or if you have any limitations on access to, for example, CPD opportunities.

Please note the Context Statement should be **written in the first person** (use 'I') – this is **your** Claim and **your** context.

**What not to include** in your Context Statement (as better used in Section B):

- Your philosophy of learning and teaching – if this is relevant to your Claim, it sits better in Criterion 1, or perhaps Criterion 3. If some element of this does provide context for the rest of your Claim, you can consider including a brief mention in the Context Statement, but if it is evidencing some aspect of your Claim (i.e. the value, reach or impact of: your individual excellence; how you raise the profile of excellence; or how you develop excellence through your CPD) then it needs to be under the relevant criterion, not in the Context Statement.

- Your awards, achievements, outcomes, publications – these are better included under one (or more) of the NTFS award criteria (wherever they provide the most useful evidence).
- Examples of your practice and information about specific teaching and learning initiatives you have introduced – these are best included under Criterion 1.
- Work that impacts upon professional bodies or wider HE communities – these are best included in Criterion 2
- Professional qualifications and/or engagement in ongoing professional learning activities (formal or informal) you have undertaken – these are best included in Criterion 3.

## 5.2 Section B: Claim against the three NTFS award criteria

Nominees should use Section B of the Claim to set out the evidence of the **value, reach and impact** of their practice against the three award criteria in turn. Each of the three parts of Section B must not exceed 1500 words (including text in diagrams, charts, tables, etc).

Reviewers ‘score’ each of the three parts of Section B separately. Appendix 3 sets out the scoring rubric used by reviewers to allocate scores to the evidence provided against each of the three award criteria.

There are many different ways of evidencing each of the three award criteria, as appropriate to the nature of the nominee’s higher education practice. Some illustrative examples are given below (Table 1), but nominees should not feel limited by these examples as they are included only to provide indicative types of evidence against each criterion.

### Key points:

- + nominees should address and make a specific claim against each criterion in turn.
- + nominees should demonstrate impact on student outcomes and/or the HE teaching profession over a sustained period.
- + nominees need to draw upon explicit evidence of impact to support their claim against each award criterion.
- + to illustrate, some examples of possible sources of evidence might include (but are not limited to) some of the following, depending on the nominee’s context:
  - student feedback and evaluations
  - student data (progression, achievement, retention, engagement, etc.)
  - feedback/data from work with peers, new initiatives/initiatives in new settings, policy development, etc.
  - use of nominee’s resources, approaches, publications, etc.
  - work with other partner/external organisations, professional bodies, etc., in relation to HE practice.

- recognised achievements such as awards, accreditations, funding successes, external partnerships, etc., linked to the activity for which these recognition markers were given.
  - quantitative data to indicate the scale, reach and impact of the nominee's work.
- + when selecting appropriate evidence, nominees should consider:
- use of evidence that is meaningful and convincing in support of the Claim, a focus on quality sources and not the quantity of different sources.
  - balance of types of evidence; for example, a mixture of qualitative and quantitative data where appropriate to the nominee's context. Although a useful source to include, it is recommended to avoid over-reliance on testimony.
  - balance of evidence across the three award criteria.
  - balance of evidence to demonstrate both currency, and that practice has been sustained.
  - use of evidence that illustrates the inclusive nature of their practice.
  - only including evidence that relates to teaching and learning in the context of higher education (as opposed to, for example, teaching and learning in a primary or secondary context, or within professional profile activity that does not appropriately show relevance to HE learning).
- + In writing the Claim, nominees should consider how their writing style and the framing of the Claim best represents the excellence of their practice for a diverse range of readers.

The decision on what constitutes appropriate evidence of impact rests with the nominating institution and the nominee, but nominees are encouraged to ensure that the student voice is made explicit within Section B of the Claim.

Nominees, who are teaching and/or supporting learning within the wide variety of contexts that constitute UK higher education, inevitably demonstrate different communication and analytical styles and this will be accounted for in the assessment process. Claims will vary considerably in style and content; there is no 'expected' style or 'formula' to be followed.

## Value, Reach and Impact

Reviewers will be looking for evidence that demonstrates the **value**, **reach** and **impact** of the nominee's practice. Nominees should be mindful of this requirement and aim to provide evidence that demonstrates a balance of these three qualities across the Claim.

**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.



**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 departmental, faculty, institutional, national and/or global level, for example, but others might provide evidence of how their practice has reached different groups of students, individuals, staff teams and/or organisations (e.g. postgraduates, commuter students, students from minoritised ethnic groups, online learners, etc.).

**Impact:** The difference that has been made to policy, practice and/or student outcomes in an HE context 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 show how the activities described have changed HE teaching practice and/or learning outcomes.

### Addressing 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.*

To give some illustrative examples, Criterion 1 could be demonstrated by providing evidence of the impact of:

- + stimulating students’ curiosity and interest in ways which inspire a commitment to learning.
- + organising and presenting high quality resources in accessible, coherent and imaginative ways, which in turn clearly enhance students’ learning.
- + recognising and actively supporting the full diversity of student learning requirements.
- + drawing upon the outcomes of relevant research, scholarship and professional practice in ways which add value to teaching and students’ learning.
- + engaging with and contributing to the established literature or to the nominee’s own evidence base for teaching and learning.

### Addressing 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.*

In addressing Criterion 2, nominees should focus on their influence **on others**, 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 CPD should be included here, not under Criterion 3.**

To give some illustrative examples, Criterion 2 could be demonstrated by providing evidence of the impact of:



- + making outstanding contributions to colleagues' professional development in relation to promoting and enhancing HE student learning in an HE context.
- + contributing to departmental, faculty, institutional and/or national initiatives to facilitate students' learning in an HE context.
- + contributing to and/or supporting meaningful and positive change with respect to pedagogic practice, policy and/or procedure in an HE context.

Please note that: evidence for Criterion 2 (as with all the award criteria), should specifically relate to HE teaching and learning, so if any activity outside HE is discussed, it needs to clearly show how it is raising the profile of excellence in HE teaching and learning.

### Addressing 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.*

In addressing Criterion 3, nominees should focus on **their own** professional development and its impact on themselves, and not on the opportunities for professional development that they have established for others (which would be more relevant under Criterion 2).

In evidencing the impact of the nominee's ongoing professional development under Criterion 3, the nominee may include evidence of how they have used their CPD to enhance their practice and support student learning. Nominees should **not** include information on their future plans under Criterion 3, as this is not a requirement of the Criterion and cannot be evaluated in terms of reach, value and impact.

To give some illustrative examples, Criterion 3 could be demonstrated by providing evidence of the impact of:

- + on-going review and enhancement of nominee's individual professional practice.
- + engaging in professional development activities which enhance the nominee's expertise in teaching and learning support.
- + engaging in continuing professional development in relation to the impactful practices described in Criterion 1 or 2.
- + demonstrating how specific contributions arising from the nominee's professional development have enabled significant improvements in teaching practice, students' outcomes and/or experience.

## 5.3 Section C: Reference List

The Claim includes a final section (Section C) where nominees should provide a list of references which they have drawn upon within the evidence they provide against each award criterion. For example, nominees may be drawing upon the outcomes of relevant research, scholarship and professional practice and/or engaging with and contributing to the established literature or from the nominee's own evidence base for teaching and learning.

Nominees **should not** list all of their publications and presentations, instead they should focus only on those that are directly linked to the material in Section B. Nominees should also be aware that the Reference List must not be used to add hyperlinks to further supporting material (refer to Section 3.3 above).

While there is no word limit for the Reference List, analysis of previous winning nominations suggests that a list containing fewer than 2 or more than 20 references is likely to be inconsistent with successful submissions. The Reference List should **only include citations directly referred to** within the evidence provided in Section B of the Claim.

The Reference List is not part of the review process and so is not 'scored' by reviewers. The purpose of the list is to allow reviewers to identify sources and to provide appropriate credit to an author who has inspired any areas of the nominee's practice that are evidenced within the Claim.

## 6. Statement of Support

The statement of support is an important element of the claim. It provides confirmation of the significance of the nominee's work to the institution and is considered by reviewers as an endorsement of the nominee's account. It validates the Claim made by the nominee and frames the value, reach and impact of the nominee's practice from an institutional perspective.

The Statement of Support should not be considered a source of supplementary (or new) evidence; the core aspects of the nominee's Claim, and evidence for these aspects, should be provided within Section B of the Claim. The institution's Statement of Support is a complementary document intended solely to endorse the claims made within Section B.

We advise that the institutional Statement of Support should be written by a colleague in a senior position at the nominating institution (at DVC/PVC/Director of Professional Service area-level, or equivalent) who is familiar with the nominee's learning and teaching practice. The statement should validate the impact evidenced by the nominee, provide institutional context for the nominee's work and provide any supporting information that might be more appropriately expressed by a colleague working in a senior role and familiar with the nominee's practice; for example, a perspective on the strategic importance of the nominee's work and/or change arising as a result of their actions.

It continues to be a requirement that the Vice-Chancellor/Principal/President (or equivalent) provides the final sign-off for the Statement of Support to confirm formal institutional endorsement for the nomination.

The Statement of Support (Appendix 2) should be completed using the pro-forma available to TEALs via the private '[Teaching Excellence Awards Lead \(TEAL\) Contact Network](#)' group on Advance HE's Connect platform. It is recommended that the nominee's Claim is read prior to the senior colleague composing the institution's Statement of Support, as it is most helpful when this statement aligns well with the Claim. In particular, the statement 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 a colleague working in a senior role (e.g. at the level of DVC/PVC/Director of Professional Service area, or equivalent).
- + be endorsed by the Vice-Chancellor/Principal/President (or equivalent) to formalise the nomination and provide the name, job title and signature of the Vice-Chancellor/Principal/President (or equivalent).

## 7. Review and selection process

Each nomination is considered by independent, external peer reviewers based on the information nominees submit against the three award criteria in Section B of the Claim.

Advance HE peer reviewers for the NTFS are volunteers working within teaching and learning across the HE sector and are independent to Advance HE. Reviewers are all experienced in criteria-based assessment, will have successfully completed a moderation exercise and will have undergone training before acting as a reviewer for the scheme. Reviewers carry out their role on a confidential basis and their identity will not be shared with nominees, nominating institutions or with the UK Teaching Excellence Awards Advisory Panel during the selection and award process.

Reviewers score each part of Section B of the nominee's Claim against each of the three award criteria in turn, ensuring that each criterion is equally weighted in the assessment process. Strict word limits are set for the Claim and reviewers are instructed not to consider any part of Section B of the Claim which exceeds the permitted maximum word limit of 1500 words per award criterion (1-3). The scoring rubric (Appendix 3) is used by reviewers to allocate scores.

In 2026, Advance HE will allocate all nominations to three reviewers, avoiding any conflicts of interest. The reviewers score each of the three criterion 0-9, with a maximum possible score of 27. 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.

All reviewers assess each Claim independently and without consultation.

Advance HE oversees the peer review process and monitors and processes all nominee data in order to report to the UK Teaching Excellence Awards Advisory Panel. The approach used ensures that no nominee is disadvantaged by discrepancies in marking and that all nominees are treated fairly and consistently.

Advance HE is committed to promoting equality, diversity and inclusion. In processing nominations, it ensures that no nominee is treated less favourably than others on the grounds of gender, race, nationality, ethnic or national origin, religious or political beliefs,

disability, marital status, social background, family circumstances, sexual orientation, gender reassignment, spent criminal convictions, age, or for any other unlawful reason.

The UK Teaching Excellence Awards Advisory Panel reviews anonymised equal opportunities monitoring data, the rankings and reviewer comments and makes recommendations for award winners, which are subsequently confirmed by the Advance HE Chief Executive Group.

## 8. ANTF support events

In addition to the guidance presented within this document, members of the Association of National Teaching Fellows (ANTF) run a series of online support workshops for individuals preparing to be nominated. Previous delegates have reported that these events provided valuable support for the writing of their Claim.

The ANTF support events are free for aspiring nominees to attend. TEALs will be sent the booking links and are responsible for promoting the events to colleagues.

## 9. Outcomes and publicity

All nominees and their TEALs will be informed of the outcome of their nomination via email in the week commencing Monday 29 June 2026. The Vice-Chancellor/Principal/President (or equivalent) of each nominating institution will also be informed if their nominees are winners on this date.

The announcement of 2026 NTFS award holders will be **strictly embargoed until Thursday 6 August 2026**. While under embargo, successful nominees and their TEALs are permitted to disclose news of their win to relevant members of their HEP's marketing and communications team for planning purposes; these colleagues must then also adhere to the conditions of the embargo. Please direct all queries regarding plans for announcement day to [communications@advance-he.ac.uk](mailto:communications@advance-he.ac.uk).

It is a condition of the NTFS competition that award winners, and their nominating institutions, do not share news of their success before this date in order to maximise publicity. Contravention of this requirement could lead to the award being revoked. The names of the 2026 NTFS award winners will be officially announced on Thursday 6 August 2026 on Advance HE's website and in a press release. Institutions are welcome to announce and celebrate their winners **from 08:00 (BST) on Thursday 6 August 2026**.

Each successful NTF will receive an **interactive digital NTF badge** on, or soon after, the official outcome announcement date. This interactive badge can be downloaded and shared or added to an email signature. It contains information about the NTFS award criteria and displays the NTF's online certificate. See example:



The NTFS is a competition and thus the Panel's decision is final; no appeals can be made against their decision. The Advance HE complaints process should be used to address any concerns relating to fair treatment in the administration of nominations. In the first instance, if any questions or concerns arise, please email [ntfs@advance-he.ac.uk](mailto:ntfs@advance-he.ac.uk).

## 9.1 Publicity Information and Photographs

The following information will be requested from new NTFS winners by the Advance HE Marketing and Communications team after the individual outcomes have been communicated (see above, week commencing 29 June 2026). This information will be used on the Advance HE website and in the ceremony brochure. Information and photographs will need to be submitted to Advance HE's Communications Team ([communications@advance-he.ac.uk](mailto:communications@advance-he.ac.uk)), via an online form (link to be provided to winners) by **13 July 2026**.

### Nominee Information:

- + Personal profile (long): a 350-word personal profile written in the third person (he/she/they) i.e. 'Dawn Pendragon works at the University of Haverhill'. to include:
  - A brief background, giving highlights of the NTF's career that reflect on the impact they have had on student outcomes and/or the teaching profession.
  - Specific information about the NTF's particular pedagogic area/ development/ activity.
  - Personal achievements of which the NTF is most proud. [Examples of previous winners' profiles](#) can be found on Advance HE's website for reference.
- + Personal profile (short): a 50-word summary of the personal profile, written in the third person.
- + Social media contacts e.g. LinkedIn profile, Bluesky Handle etc. (as appropriate).

### Photograph:

- + Photograph requirements:
  - One high-resolution photograph of 1Mb and 300dpi (minimum) (note that this can be achieved with most smartphones and non-professional cameras).

- Photograph submitted in JPEG format and in landscape format.
- Photograph should be of the successful nominee only.

Please note that in submitting an image to Advance HE, individuals are providing consent for Advance HE to use this image for promotional purposes or publicity and also confirming that they are the owner of any intellectual property rights or have appropriate license to share this image with Advance HE and for Advance HE to use the image provided for this purpose.

If the nominee information and photograph are not received ahead of the deadline, the winner's profile will show their name and institution only. We cannot guarantee that information and imagery received after the deadline (13 July 2026) will be edited and uploaded in time for the official announcement.

## 9.2 Written feedback

Following the publication of the outcome of NTFS 2026, Advance HE will issue individual written feedback to all nominees and their TEAL by the end of August 2026. This timeframe is necessitated by the large volume of NTF nominations received, and the considerable work involved in checking and collating the written feedback from each of the three reviewers against the three NTF criteria. This qualitative feedback from the reviewers should support plans for future development. Reviewer scores and nominee rankings are not released.

## 10. Award ceremony and briefing event

The 2026 NTFS awards will be presented at a celebratory dinner, to which successful nominees, their personal guest, and their Vice-Chancellor/Principal/President (or equivalent) will be invited. The in-person ceremony will be held in Autumn 2026 (date to be confirmed).

## Appendix 1: NTFS 2026 Nominee Claim form

<b>Name:</b>	
<b>Institution:</b>	
<b>Section A: Context statement (not scored by reviewers)</b> Complete in the first person (i.e. use 'I').	
Section A word count (maximum 300 words)	<i>Enter word count for Section A here:</i>
<b>Section B: Claim against the NTFS Award Criteria</b> <b>(evidence against each Award Criterion 1-3 scored separately by reviewers)</b>	
<b>Criterion 1: Individual excellence</b> 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.	
Word count for evidence against Criterion 1 (maximum 1500 words)	<i>Words included in figures:</i> <i>Words included in the main body of text:</i> <i>Total word count:</i>
<b>Criterion 2: Raising the profile of excellence</b> 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.	



Word count for evidence against Criterion 2 (maximum 1500 words)	<i>Words included in figures:</i> <i>Words included in the main body of text:</i> <i>Total word count:</i>
<b>Criterion 3: Developing excellence</b> Show the nominee's commitment to and impact of ongoing professional development with regard to teaching and learning and/or learning support.	
Word count for evidence against Criterion 3 (maximum 1500 words)	<i>Words included in figures:</i> <i>Words included in the main body of text:</i> <i>Total word count:</i>
<b>Section C: Reference List (not scored by reviewers)</b>	
<b>Nominee signature*:</b> (A typewritten name is acceptable)	
<b>Date:</b>	
By submitting this document, I confirm that: <ul style="list-style-type: none"> <li>• I am not currently a TEAL or Deputy TEAL, or a Team Leader or Deputy Team Leader for a CATE 2026 nomination</li> <li>• I have read, understood and agree to the <a href="#">Advance HE Privacy Statement</a>.</li> <li>• I agree that the TEAL for my Institution can complete my online nomination, including my personal information.</li> <li>• This Claim is solely my own work.</li> </ul>	

## Appendix 2: Statement of Support form

This Statement of Support should be **completed** by a colleague in a senior role (DVC/PVC/Director of Professional Service Area, or equivalent) familiar with the nominee's learning and teaching practice and **signed** by the institution's Vice-Chancellor/Principal/President (or equivalent). It is important that the nominee's Claim is read prior to composing this statement as it is most helpful if the Statement of Support aligns well with the Claim.

Name of person writing Institutional Statement of Support:	
Position:	
Contact details (work address, email and phone):	
Name of NTFS nominee:	
<b>This Statement of Support should:</b> <ul style="list-style-type: none"> <li>○ endorse the validity of the nominee's Claim for outstanding impact.</li> <li>○ provide an institutional context within which the nominee has been identified as having outstanding impact and outline any future plans to disseminate their practice.</li> <li>○ provide any additional supporting information which might be most appropriately expressed by a colleague in a senior role (at the level of DVC/PVC/Director of Professional Service Area, or equivalent) familiar with the nominee's teaching and learning practice.</li> </ul>	
Enter Statement of Support here:	
Word Count (Max 1000 words):	Enter word count here
<b>Institutional sign off by Vice-Chancellor (or equivalent)</b>	
Name, position and contact email	
Electronic Signature* (*scanned signature and not typewritten)	
Date:	
By signing this document, as Vice-Chancellor or equivalent, I confirm that: <ul style="list-style-type: none"> <li>• I endorse this nomination and confirm that the internal nomination process which led to the selection of the named NTFS nominee was fair, transparent and adhered to our institutional equality, diversity and inclusion policy (or equivalent).</li> <li>• I have read, understood and agree to the <a href="#">Advance HE Privacy Statement</a>.</li> <li>• Advance HE may use this form as confirmation of that the institution will fully support the award holder in the conduct of any and all activities associated with the role of a National Teaching Fellow if successful.</li> </ul>	

## Appendix 3: NTFS 2026 scoring rubric

Reviewers use the scoring rubric below 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 27 from each of the three reviewers).

	0 points	1-2 points	3-4 points	5-6 points	7-8 points	9 points
<b>Criterion 1:</b> 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 the HE teaching profession.	Exceptional evidence of the nominee having a transformative impact on student outcomes and/or the HE teaching profession.
<b>Criterion 2:</b> 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.

	0 points	1-2 points	3-4 points	5-6 points	7-8 points	9 points
<b>Criterion 3:</b> <b>Developing excellence</b>	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





## Contact us

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