

National Teaching Fellowship Scheme

NTFS 2022: General Feedback on applications

All 2022 NTFS nominations were judged against three main award criteria which are summarised below:

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.*

Criterion 2: Raising the profile of excellence: *Evidence of supporting colleagues and influencing support for student learning and/or the teaching profession; demonstrating impact and engagement beyond the nominee's immediate academic or professional role.*

Criterion 3: Developing excellence: *Evidence of the nominee's commitment to and impact of ongoing professional development with regard to teaching and learning and/or learning support.*

Some general themes emerged in the feedback received from all reviewers across the 2022 NTFS nominations and a summary of these issues is provided below. It is hoped that this information will help contextualise your reading of your individual feedback, which is provided in section 3 of this document.

Areas of Strength:

- Reach was frequently mentioned. Often reviewers commended nominees for the breadth of evidence they presented and, particularly, for giving examples of practice which had a transformative effect on marginalised students' learning experience.
- Value came through very strongly in this year's reviewer feedback. Reviewers recognised nominees who provided strong evidence of how their practice is driven by values such as inclusion, equity, compassion and social justice. Reviewers also rewarded nominees who incorporated the student voice into their claim, and provided evidence of how their practice had empowered students. Credit was given to nominees who transformed not just the practice of teaching and learning, but how their students and colleagues viewed themselves.
- Impact was very frequently mentioned, with reviewers crediting nominees who presented evidence of sustained practice and influence beyond their immediate role. Often reviewers commended nominees for presenting multiple and wide-ranging pieces of evidence of impact, drawn from a combination of qualitative and quantitative sources. Positive recognition was given to nominees who evidenced impact on policy as well as practice.
- Nominees were commended when they clearly articulated the institutional context of their role and practice, which greatly assisted reviewers in making their judgement. Equally, it was often noted as a strength when claims received strong endorsement in the Institutional Statement of Support.
- Reviewers praised claims structured or written in an engaging and coherent way with the evidence clearly signposted.

Areas for Development:

Where reviewers identified areas for development in the 2022 NTFS nominations, the following themes emerged from their feedback:

- Further evidence of reach, value and / or impact would have strengthened some claims:
 - Impact was the most frequently mentioned. Reviewers asked that nominees ensure that their impact is clear, with a causal link between their actions and the outcomes evidenced. Nominees should aim to underline the 'difference made' by the practice they describe and also to clarify their individual role in the work presented;
 - Reach was frequently mentioned and reviewers often asked for further evidence of dissemination of practice beyond the nominee's own department or institution, such as to other parts of the institution; to under-represented groups, or to hard to reach colleagues, as well as nationally or internationally. Reviewers encouraged nominees to make clear the institutional context of their role, and therefore which elements of their work went beyond their normal role;
 - Value was less frequently mentioned as a developmental point, however reviewers encouraged nominees to underline the value of their work for colleagues and learners. One means, often highlighted, would be to include more evidence from students of how their learning experience has been transformed.
- Claims could be strengthened by further developing the supporting evidence. Reviewers frequently highlighted the following areas in relation to this:
 - Claims should draw on a variety of evidence. Overreliance on quotations and testimonials was highlighted in 2022, as was an occasional overreliance on quantitative data at the expense of disrupting the narrative;
 - Claims should explore examples and evidence in depth, where possible, even if this means providing fewer examples overall. Nominees might consider further discussion of the evaluative strategies they use in their practice, and the balance evidence of older versus more recent activity in their claim;
 - Nominees should ensure that their evidence is clearly aligned to the criterion it is submitted against. They should also ensure that they focus their claim on the elements of their practice related to learning and teaching in a Higher Education context;
 - Claims could highlight more clearly where the work stands out from normal practice. Since all applicants have been defined as excellent in their institution it is important that claims identify how the work described 'stands out' from normal practice. This is an important point of differentiation between NTFS and HEA Fellowship;

- Reviewers commented that some claims were disjointed and would have benefitted from a stronger thematic or narrative thread and by avoiding repetition. Equally the presence of typos and grammatical errors was highlighted as a point for development in some claims;
- Some reviewers advised nominees to consider the balance between discussion of theory/philosophy and/or research/scholarship against discussion of teaching and learning practice;
- Criterion 3 was often mentioned as an area for particular development, with reviewers encouraging nominees to link the activities they describe there to changes in practice.