

National Teaching Fellowship Scheme Feedback Report

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Introduction

Advance HE would like to take this opportunity to thank you for participating in the National Teaching Fellowship Scheme (NTFS) in 2018. This National prestigious award recognises and celebrates those who have made an outstanding impact on student learning and the teaching profession. It is an achievement in itself to be selected by your institution to be put forward for this award.

The process

Your entry has been through a rigorous selection process:

Stage one: your nomination was assessed by three external peer reviewers based on the information you submitted against each of the three criteria and your supporting statements. Peer reviewers are drawn from across the UK and are increasingly international and are specialists in learning and teaching. All reviewers this year took part in a moderation session and submitted a moderation exercise to demonstrate application of the guidelines. A fourth reviewer was used for ten percent of all nominations for quality assurance purposes only.

Stage two: the quantitative reviewer scores were processed this year using four different algorithms to ensure that nominees were not disadvantaged by any one ranking methodology:

- a) Average of the two most closely matching scores (or median score for those with equally separated scores)
- b) Average of all three scores
- c) Median score
- d) Average of the two highest scores.

Nominees are ranked for each of the four methodologies and the average across all four is used to create a final ranking table. This was submitted to the UK Teaching Excellence Awards panel, together with any reviewer comments for the panel. Advance HE also undertake quality checks and investigate and report on reviewers whose scores are discrepant relative to their peers.

Stage three: The panel, convened by Advance HE, was chaired by Professor Stephen May, Deputy Principal of the Royal Veterinary College and President of the Royal College of Veterinary Surgeons. The panel includes representatives from of all four nations of the UK. Panel members deliberate over all the evidence, and particularly those in contention of being successful. They were asked to select up to 55 NTF and to be clear that those selected for the award are selected on the quality of their nomination. The outcomes of the panel were subsequently ratified by senior members of Advance HE.

The Outcome

Across all nominations for the Award, some general themes emerged with respect to how the criteria were interpreted. It is hoped that this will help inform your reading of the individual feedback that follows on your nomination.

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.*

The claim contains an overview of the individual's particular work context so that the fit between teaching approach and context can be assessed. Individuals have clearly stated how their approach (whether to teaching, service delivery or pedagogical research) has had an impact within that context.

The individual has demonstrated how their practices have enhanced student learning. This may have been through detail of how they stimulated students' curiosity and interest in ways which inspire a commitment to learning or by evidencing their transformative impact on particular students and the outcomes of student groups. It is evident that the individual has recognised and actively supported the full diversity of the student body. Where resources have been created, they are clearly relevant, high quality and presented in accessible and coherent ways, ensuring the difference they make to students' learning is evident.

In addition the individual has evidenced the impact on the teaching profession within their particular context. This may have been through situating their work within a wider body of literature, drawing effectively on the findings of relevant research, scholarship and professional practice or demonstrating how they add value to the teaching profession.

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.*

There is evidence that the individual has made an outstanding contribution to colleagues' professional development, leading to a demonstrable impact on student outcomes and or the teaching profession. Thus not only will they have influenced the approach of others within and beyond the institution, but there is evidence of the impact of such activity. Individuals may have contributed and/or instigated departmental, faculty, institutional or national initiatives to facilitate student learning and can evidence the differences that have been achieved. Furthermore, individuals will have shown that they have contributed to and/or supporting meaningful and positive change with respect to pedagogic practice, policy and/or procedure.

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.*

The nominee is evidently committed to his/her own professional development and is taking ongoing steps to review and enhance their professional and/or academic practice. It is clear what the impact of their professional development has been on the way they conduct their work and what's more how it is making a demonstrable difference to students' outcomes. Individuals may detail specific contributions they have made and call fully their impact on student outcomes and teaching.

Your Feedback

This document details your individual feedback from each of your peer reviewers, structured by each of the Award's criteria. The reviewers' comments are written in a constructive way to help guide your articulation of the outstanding contribution and impact you have had and support your ongoing work. Throughout the feedback, the strengths of your evidence of impact are highlighted alongside detail of how you may have bolstered it further.

If you would like to discuss your feedback with a member of the Teaching Excellence Awards team, please get in touch by email at ntfs@advance-he.ac.uk and a phone meeting can be scheduled with you.

Disclaimer

The views, positions or opinions expressed by the reviewers in relation to your submission to the National Teaching Fellowship Scheme (NTFS) are theirs alone and thus their remarks may be contradictory. They do not necessarily reflect the views, positions or opinions of Advance HE or any of the Advance HE's staff. Advance HE nor any person acting on its behalf may be held responsible for the use which may be made of the information contained in this report.

Reviewers' Comments

Criterion 1: Individual Excellence

Reviewer 1

In your application you clearly demonstrate how expertise with an approach adopted in one subject can be successfully transferred and implemented across different disciplines. The change in perceptions on technology and its uses that you outline are detailed, and you provided good evidence of the success of its application. The use of data to provide the evidence is valid and appropriate and demonstrates your impact through increased student involvement. Evidence of Inter-professional working is inherent throughout your submission.

Reviewer 2

It is clear from your claim that you have a history of long-standing achievement at Abertay University. The work you describe in relation to employability clearly evidences commitment to improving student outcomes (degree and graduate outcomes) and engagement with the wider community. From the student's comments, there is obvious merit in including real-life experiences within vocational programmes. It would have further enhanced your claim to state what students gained by working on a co-created curriculum and how this impacted upon their outcomes and achievements.

Reviewer 3

You have provided both a useful description and evidence of enhancing and transforming student learning. However, your account would benefit from more explicit evidence of student outcomes beyond the increased number of activity sessions (e.g. employability rates, or achievement or participation rates of the 'LinkedIn' webfolio assessment).

Criterion 2: Raising the Profile of Excellence

Reviewer 1

In this section you provided evidence of where you have supported and influenced others with demonstrable impact on the local provision and across professions. The curriculum transformation, whilst contributing to the school initiative, and relevant, might be stronger evidence if the activities you describe as integrated into the curriculum were made more explicit.

Reviewer 2

It is clear from your claim that your enthusiasm for teaching and learning is influencing and impacting not only on staff but also student learning. Your role in curriculum reform and graduate attributes demonstrates your wider influence within the university. You state that you

continue to influence and support colleagues in this area; it would have been beneficial to state exactly how you do this. Likewise with supporting staff to use Pebblepad, it would have been beneficial to state how many other courses have now implemented Pebblepad as a learning tool. Your role as Project Executive for the accelerated degrees is an important one; you could have explored within your claim the benefit of accelerated degrees for students as well as the impact your HEA webinar has had on colleagues at other institutions. That said your role in enhancing student experience demonstrates impact on colleagues and students alike.

Reviewer 3

You have provided extended evidence that supports Criterion 2 and have demonstrated your impact and engagement in both her academic and professional roles. Furthermore, you have shown evidence of supporting and influencing support for student learning (using the word cloud formation of graduate attributes to transform the curriculum, SEZ, mentoring colleagues in the CPD route for HEA fellowship, etc...).

Criterion 3: Developing Excellence

Reviewer 1

The evidence you have included, with the examples cited, demonstrates significant and on-going impact. Strategic impact is also evidenced with the involvement of external stakeholders and policy makers. Figure 5 would benefit from further explanation particularly around the significance of the different colour bars. The narratives applauding the success of the launch event are prospective and this provided a useful sense of longevity to this initiative.

Reviewer 2

Your claim identifies a number of areas of enhancing professional development although the focus appears to be more on others development rather than your own development. Undoubtedly these initiatives would have had an impact on your own development, but you needed to make this clearer in the claim. Reflective practice, which you discuss, is relevant but what impact has this had on developing your practice?

Reviewer 3

You have provided sufficient evidence supporting criterion 3 and have demonstrated your own professional development practices and support for both students' and colleagues' professional growth that enhances the support of learning as well as teaching practices (e.g. incorporating reflective practice, interventions taken to support students with disabilities, etc...).

Overall Summary Comments (optional)

Reviewer 1

No summary comments provided.

Reviewer 2

There is clear evidence in this claim of you working beyond your role within Abertay University. Your role in improving employability and student experience is undeniable. It would have been beneficial to the claim if you had explored in more depth your own professional development and the impact this has had on your teaching/learning practices and student outcomes.

Reviewer 3

No summary comments provided.