



Abertay
University®



NTF



Andrea Cameron

- Value – feedback, adoption/application, testimonials
- Impact – evaluation, evidence
- Reach – dissemination

Appendix 6: NTFS 2019 scoring rubric

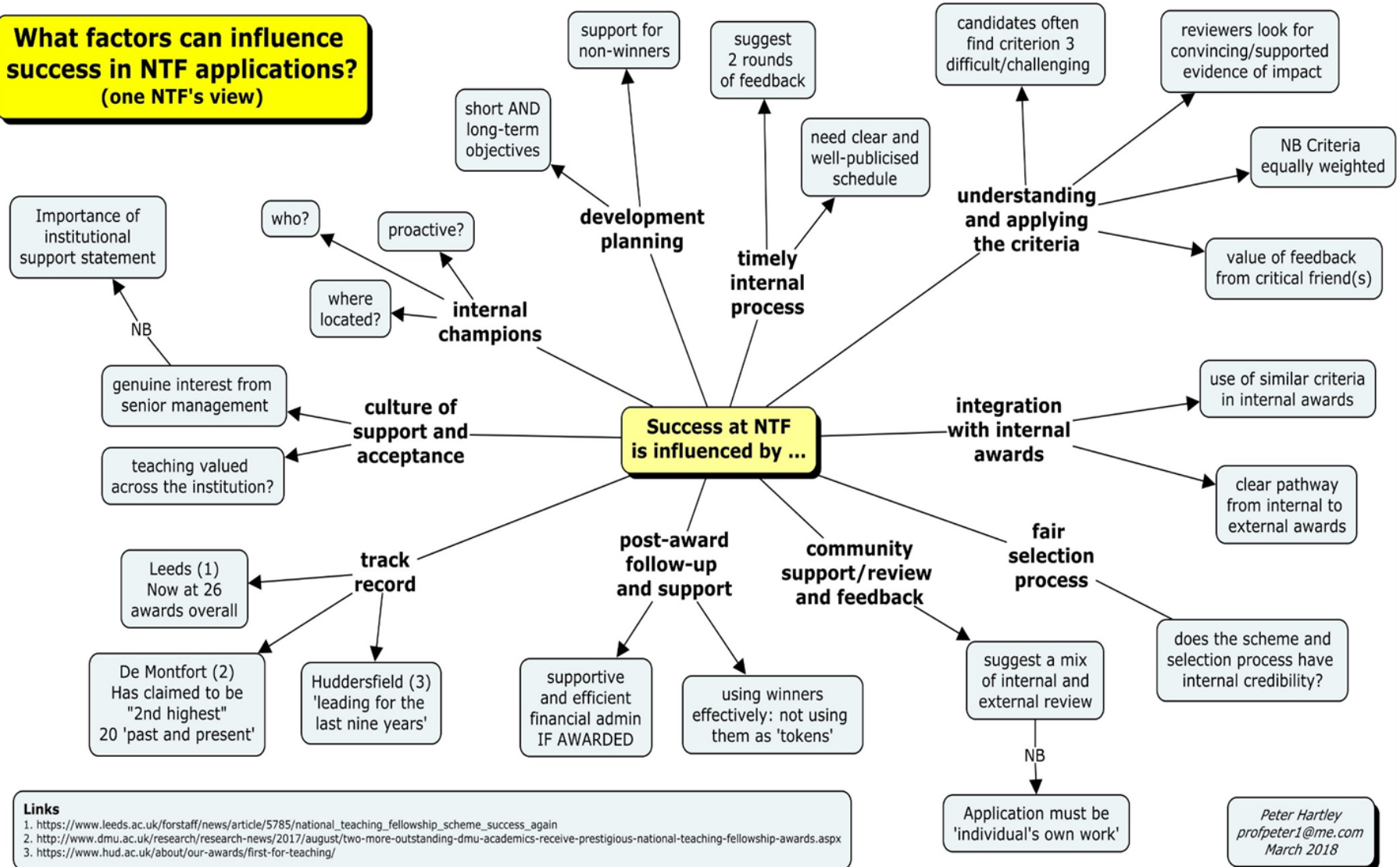
Reviewers use the scoring rubric below to 'score' each of the three parts to Section B of the nominee's Claim against each of the three NTFS award criteria (i.e. an overall maximum score of 15 from each of the three reviewers):

	5 points	4 points	3 points	2 points	1 point	0 point
Overall	The nominee provides outstanding evidence of their impact on student outcomes and the teaching profession, commensurate with their context	The nominee provides very good evidence of their impact on student outcomes and the teaching profession, commensurate with their context	The nominee provides good evidence of their impact on student outcomes and the teaching profession, commensurate with their context	The nominee provides satisfactory evidence of their impact on student outcomes and the teaching profession, commensurate with their context	The nominee provides limited evidence of their impact on student outcomes and the teaching profession, commensurate with their context	The nominee provides poor/no evidence of their impact on student outcomes and the teaching profession, commensurate with their context
Criterion 1: Individual excellence	<ul style="list-style-type: none"> + outstanding evidence of having enhanced both student outcomes and the teaching profession + fully demonstrates having a transformative impact on students and teaching 	<ul style="list-style-type: none"> + very good evidence of having enhanced both student outcomes and the teaching profession + clearly demonstrates having a transformative impact on students and teaching 	<ul style="list-style-type: none"> + good evidence of having enhanced student outcomes and the teaching profession + demonstrates having a transformative impact on students and teaching 	<ul style="list-style-type: none"> + satisfactory evidence of having enhanced student outcomes and/or the teaching profession + partially demonstrates having a transformative impact on students and/or teaching 	<ul style="list-style-type: none"> + limited evidence of having enhanced student outcomes and/or the teaching profession + rarely demonstrates having a transformative impact on students and/or teaching 	<ul style="list-style-type: none"> + poor/no evidence of having enhanced student outcomes or the teaching profession + fails to demonstrate having a transformative impact on students or teaching



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

What factors can influence success in NTF applications? (one NTF's view)



Links

- https://www.leeds.ac.uk/forstaff/news/article/5785/national_teaching_fellowship_scheme_success_again
- <http://www.dmu.ac.uk/research/research-news/2017/august/two-more-outstanding-dmu-academics-receive-prestigious-national-teaching-fellowship-awards.aspx>
- <https://www.hud.ac.uk/about/our-awards/first-for-teaching/>

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 March 2018