Due to the large number of nominations received each year it is not possible to provide individual feedback. However, the members of the Judging Panel have provided the following observations on the selection process.

“Mapping against the criteria and the reason for the nomination, I am always interested to see how the personal submission document articulates an individual's or team’s work in the broader institutional teaching and learning context. I particularly look for student-centred approaches rather than a list of personal achievements from a lecturer or teaching support staff member.’’

"Nominations that stand out for me include a clear element of reflection by the nominee on the impact of their work on the student and potentially colleagues as well. Innovation is not enough in itself; understanding why it worked, how it might be improved and where can others learn from this has to be driven by the evidence of how students react to and are affected by the work of the nominee."

“A Dearing submission is greatly enhanced by understanding how the students view your impact on their learning (or how colleagues view your contribution if your application focuses on support to colleagues). In many ways this is gleaned from the statement by the person(s) who nominated you, but it is helpful for the reviewers to find out how the students are impacted by your contribution so do provide evidence that supports that within your submission.”

“One of the criteria for the award is ‘putting students at the centre of the learning experience’. I look for this throughout the application, specifically in the way the applicant situates their work. What do they talk about most – their achievements or their students’ learning? I want to hear the voices of their students and their colleagues and to see evidence of long-term impact.’’