

NTF Expression of Interest Scheme: Guidance for Applicants

The criteria

The Expression of Interest application is framed around three criteria, which align with those of Advance HE's NTF scheme:

1. Individual excellence
2. Raising the profile of excellence
3. Developing excellence

These can be understood as follows:

<p>Individual excellence</p>	<p>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.</p> <p>For example, you could provide evidence of the impact of:</p> <ul style="list-style-type: none"> • 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; • 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 your own evidence base for teaching and learning.
<p>Raising the profile of excellence</p>	<p>Evidence of supporting colleagues and influencing support for student learning and/or the teaching profession; including demonstrating impact and engagement beyond your immediate academic or professional role.</p> <p>For example, you could provide evidence of the impact of:</p> <ul style="list-style-type: none"> • 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/national initiatives to facilitate students' learning in an HE context;

	<ul style="list-style-type: none"> contributing to and/or supporting meaningful and positive change with respect to pedagogic practice, policy and/or procedure in an HE context.
Developing excellence	<p>Evidence of commitment to and impact of ongoing professional development with regard to teaching and learning and/or learning support.</p> <p>For example, you could provide evidence of the impact of:</p> <ul style="list-style-type: none"> on-going review and enhancement of your individual professional practice; engaging in professional development activities which enhance your 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 your professional development have enabled significant improvements in teaching practice, students' outcomes and/or experience.

Remember that impact needs to be over a sustained period of time and should go beyond your immediate role/context. You are encouraged to contextualise your application and the evidence provided in respect of the three criteria within a strong personal narrative.

The examples and evidence that you provide must be in the context that relates to higher education teaching and learning (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 and/or teaching).

Reach, value and impact

Applicants need to articulate clearly the **reach, value and impact** of their practice in relation to the three award criteria. Reach, value and impact can be thought of in the following terms:

Impact – Making a difference to T&L policy, pedagogic practice and/or student outcomes/learning experience	<ul style="list-style-type: none"> involvement in activities which have changed teaching practice and/or outcomes
Reach - The scale of influence	<ul style="list-style-type: none"> Reach at department/faculty/institution/national/global level Reaching different groups of students, individuals and/or organisations (e.g. postgraduates, commuter students, BAME students, online learners, etc.)

<p>Value - The benefit derived for students and staff (which may take different forms). It is useful to think of this as what would be missing if you hadn't done this work.</p>	<ul style="list-style-type: none"> • changing approaches to learning among students or staff • adding value to the student learning experience or to teaching practice • enhancing experiences and the meaningfulness of practices
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Evidence

For claims to be convincing, applicants need to provide evidence to support their claims for impact, reach and value. What evidence could you draw on to support your claims and make your application persuasive? Please use the space below each criterion to list the types of evidence you could draw on. Evidence might be qualitative or quantitative.

Ideas for evidence to support your application

Please note, an over-reliance on one type of evidence (e.g. quotes) will be less convincing than an application that can draw on a range of evidence. You should also aim to include a balance of recent and older evidence to demonstrate both currency, and that practice has been sustained.

Student impact data	General
<ul style="list-style-type: none"> • Participation rates • Retention rates • Progression rates • Achievement rates • Employment rates • Levels of satisfaction (student feedback and evaluations) • Levels of engagement 	<ul style="list-style-type: none"> • Testimonials • Supportive quotes from colleagues and/or collaborators • Feedback from peer observations • T&L related awards/nominations • Professional recognition (e.g. HEA Fellowship or awards from professional bodies) • Being awarded T&L funding • Feedback from dissemination activities • Extracts from reports (e.g. Periodic Review, accreditation, External Examiners) • Use of nominee's resources, approaches, publications • Reviews of publications • Rankings • Alumni engagement • External partnerships • Change in local/institutional policy • Staff data