

NTF Expression of Interest Scheme: Guidance for Applicants

Section 1: 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:

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.
Raising the profile of excellence	Evidence of supporting colleagues and influencing support for student learning and/or the teaching profession at the University (and if appropriate, beyond); demonstrating impact and engagement beyond your immediate academic or professional role.
Developing excellence	Evidence of commitment to and impact of ongoing professional development with regard to teaching and learning and/or learning support.

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.

Section 2: 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.)
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.	<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

At the end of each criterion there is space for you to write a short statement articulating clearly the reach, value and impact of the work you are presenting in this section of your application.

Section 3: 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, a reliance on one type of evidence (e.g. quotes) will be less convincing than an application that can draw on a range of evidence.

Student impact data	General
<ul style="list-style-type: none"> • Participation rates • Retention rates • Progression rates • Student outcomes • Employment rates • Levels of satisfaction • 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) • Reviews of publications • Rankings • Alumni engagement • External partnerships • Change in local/institutional policy • Staff data