

NTFS - Insight into the award criteria part 1

Hello, my name is Dr Diane Nutt, I'm a Higher Education Consultant who works with the awards team at Advance HE. What I'm doing today is introducing you to the criteria for National Teaching Fellowship and I'm going to start with criterion one and say a little bit more about how it works and how to understand it.

So criterion one asks for evidence of individual excellence and specifically evidence of enhancing and transforming student outcomes and/or the teaching profession. The criterion specifies that this is commensurate with an individual's context and the opportunities afforded by it. Now that last statement about the individual's context can be really made very clear in the context statement. The context statement is not assessed but is written before the criterion one and if that provides a clear understanding of what the applicant's context is then it will enable the reviewer to really make sense of what's happening with the claim and your evidence when you present your evidence. So this highlights the importance of those 300 words in that context statement. They help the reviewer to make a good judgment against criterion one for example.

But how do you evidence individual excellence in this kind of context and in this kind of way? What sort of ways could you think about that?

A key way to think about it is to think about what has changed for the learners that you work with or what has changed for the teaching profession in the light of your work? What did you do to make that change happen? Those core questions can help you bring together your thinking about the evidence for criterion one.

So you might demonstrate your individual excellence against criteria one by doing things like:

- Showing how you've stimulated student curiosity and interest in ways which inspire a commitment to learning.
- You might demonstrate it through recognising and actively supporting the full diversity of student learning requirements and showing the value and impact of this.

Notice I'm using the words of reach, value and impact because they're the key ways in which you can evidence effectively against the criteria.

- You might draw on relevant research and scholarship and professional practices in ways which add value to teaching and student learning.
- You might be organising and developing resources which enhance student learning and showing how they have impacted on student outcomes or on the teaching profession.

What you need to be doing is looking for evidence that best showcases the reach, value and impact of your work to show your individual excellence and you might want to start doing that early.

So one of the things that you would be encouraged to think about is how you evaluate what you do is to design in evaluation into any new activity that you get involved with, it's to think about how you can evidence what you've already done and what you've already achieved because the reviewers will be looking for evidence of your impact, your reach and the value of your work and having good evaluation processes in place can help you gather that evidence.