 NTFS Mapping Document

For the claim, you need to demonstrate outstanding achievement against the three criteria:

**NTFS Criterion 1: 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.

**NTFS Criterion 2: Raising the profile of excellence**

Evidence of supporting colleagues and influencing support for student learning and/or the teaching profession; demonstrating impact and engagement beyond the nominee’s immediate academic or professional role.

**NTFS Criterion 3: Developing excellence**

Show the nominee’s commitment to and impact of ongoing professional development with regard to teaching and learning and/or learning support.

Reviewers will be looking for evidence of reach, value and impact:

|  |  |  |
| --- | --- | --- |
| VALUE | IMPACT | REACH |
| The benefit derived for students and staff (which may take different forms). Value may include qualitative evidence such as a change in approach to learning among students or staff. For example, evidence may be provided about how the work being described has added value to the student learning experience or to teaching practice. Value may also relate to the quality of enhanced experiences and the meaningfulness of practices. Some nominees may also be working in settings where there are positive explicit ethical elements to their practice. | The difference that has been made to policy, practice and/or student outcomes as the result of an activity. The focus here is on explicit evidence of positive change taking place. Impact evidence can be both quantitative and qualitative, but it is important to show how the activities described have changed teaching practice and/or learning outcomes. | The scale of influence. Though ‘geographic’ reach may be important for some nominees, it is useful to consider other ways that a nominee can demonstrate reach. Some nominees may demonstrate reach at a department/ faculty/ institution/ national/ global level, for example, but others might provide evidence of how their practice has reached different groups of students, individuals and/or organisations (e.g. postgraduates, commuter students, BAME students, online learners etc.). |

Please complete the mapping document below. This will give an indication of whether you have enough evidence to begin an NTFS application. Put a tick against each criterion you already have evidence for. There are separate places to tick for Value, Impact and Reach. There are indicative examples in each but these are not at all comprehensive. People who are NTFs work in very different situations with different opportunities and provide very varied forms of evidence – some quite creative! Please do not be concerned if you do not have evidence for a section – this will help us to plan how to gather evidence if you are accepted on to the preparation pathway.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Criteria | Examples of evidence for: Value | x | Examples of evidence for: Impact | x | Examples of evidence for: Reach | x |
| Individual Excellence |  |  |  |  |  |  |
| * Have you enhanced and/or transformed student outcomes? | Increased reputation of your course/programme in the sector  Successfully addressed a need or problem/issue e.g. BAME attainment, large class teaching, resources for disabled students, an innovation |  | Quant: NSS scores, mark profiles  Qual: student quotes, EE quotes  Evaluation comments |  | Research dissemination – articles, presentations, evidence of uptake by others  Students impact on others |  |
| * Have you enhanced HE Learning and Teaching or contributed to the profession in an outstanding way? | Created an innovative/more effective way to teach/assess  Membership of disciplinary L&T group  Created significant learning experiences/opportunities for students within or beyond curriculum  Changed the way teaching is taught in your discipline  Research and scholarship |  | Quant: league table increases  NSS scores, downloads from a website  Qual: quotes, reports,  Policy changes |  | Research dissemination – articles, presentations, evidence of uptake by others  Change to sector policy  Involvement in national/international groups and initiatives |  |
| * Have you won any awards or other markers of personal esteem? | Student association awards  Institutional awards |  |  |  | National awards  Disciplinary teaching awards |  |
| Raising the Profile of Excellence |  |  |  |  |  |  |
| * Have you supported colleagues in a way that has helped them enhance and/or transform student outcomes? | Supported fellowship applications  Mentoring  Academic development as part of your leadership activities  Run enhancement projects |  | Quotes from colleagues  Data from colleagues  Changes in practice as outcome of a project or report  Student data  Programme data |  | Significant numbers of colleagues  Colleagues in other HEIs |  |
| * Have you enhanced or transformed HE Learning and Teaching or the profession across and/or beyond the university? Can you demonstrate the impact you have had on HE learning & teaching or the profession across and/or beyond the university? | Enhancement projects  Collaborations  Secondments  Research projects  Presentations/workshops  Conferences  Run conferences/symposia  Key memberships of committees,  Working groups etc.  Consultancy to other HEIs |  | All forms of impact data above  Quotes from other departments or Schools  Quotes from senior managers  Quotes from external colleagues  HEI policy change |  | Reports of how changes have been made in other HEIs  National recognition e.g. in newspapers  National policy changes |  |
| * Has your work won any awards or other markers of esteem? | Best course  Awards for innovation |  |  |  | National awards (for an invention, method etc rather than best teacher) |  |
| Developing Excellence |  |  |  |  |  |  |
| * Can you show that you have been continuously active in developing your professional practice both disciplinary and in learning and teaching? | CPD record  Commitment to the CPD of others  Discipline degrees  Education degrees  Scholarship of L&T  Research into L&T |  | Your research has changed practice  You have encouraged others to value CPD & engage in it. |  | Impact has evidence beyond the institution.  Relationship between Raising Profile and your CPD/reflective practice |  |
| * Can you articulate a clear philosophy of teaching and how that evolved? | Commitment to students and collegiality, inclusion etc. |  | You may have changed your practice through reflection and it made a difference  Others emulating you |  | Student and colleagues’ comments which suggest they can identify how your philosophy influences your practice  Uptake by wider circles in and beyond uni. |  |
| * Can you evidence the impact of your CPD on your practice? | Bringing outstanding experiences to your students through research or disciplinary activities and interests |  | Student and colleague reports and quant data  Management recognition |  | Outstanding student feedback  Reports  External recognition |  |