**Self-evaluation checklist for National Teaching Fellow**

Some characteristics of atypical NTF applicant would be:

* holding a University Teaching Fellowship
* holding HEA Fellowship at a minimum of D3
* having received teaching and learning-related awards
* having received funding for teaching and learning-related initiatives and projects (TDLF/PLANT funding; external funding for pedagogic research) and disseminating the findings

Three key factors which NTF reviewers consider are reach, value and impact. Consider each of these in relation to your experience.

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|  | **What evidence can you provide for each of these?** |
| **Reach - The scale of influence:**   * *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)**   * *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* |  |
| **Impact – Making a difference to policy, practice and/or student outcomes**   * *involvement in activities which have changed teaching practice and/or outcomes* |  |

The criteria for NTF require you to demonstrate excellence and impact in relation to the factors below. Consider what evidence you could draw on to demonstrate impact in relation to these. The evidence could be qualitative or quantitative but please remember that a successful application depends on being able to substantiate the claims you make. Please note, because applicants have to demonstrate sustained impact, one-off activity is unlikely to provide strong evidence.

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|  | **My impact** | * **What evidence can I provide to demonstrate impact/achievements in this area?** * **Do I have evidence of sustained impact?** |
| Having a transformative impact on student learning over a range of projects both internally and external to the institution |  |  |
| Involvement in teaching and learning initiatives |  |  |
| Impact on teaching and learning at institutional level and on the sector on a national/international scale |  |  |
| Making outstanding contributions to colleagues’ professional development in relation to promoting and enhancing student learning |  |  |
| Supporting colleagues and influencing support for student learning and/or the teaching profession |  |  |
| Contributing to departmental/faculty/institutional/ national initiatives to facilitate students’ learning |  |  |
| Contributing to and/or supporting meaningful and positive change with respect to pedagogic practice, policy and/or procedure |  |  |
| Work impacting on professional bodies or wider communities |  |  |
| Impact and engagement beyond your immediate academic or professional role |  |  |
| Raising the profile/standard/status of teaching and learning in higher education |  |  |