

So You Want to be a National Teaching Fellow (NTF)?

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Learning Outcomes

- Introduce the National Teaching Fellowship Scheme and its role in recognising teaching excellence.
- Identify the key elements of **Reach, Value**, and **Impact** and explore how they underpin a successful NTF claim.
- Explore the three NTF criteria - **Individual Excellence, Raising the Profile of Excellence**, and **Developing Excellence** and examine how to build a strong and persuasive narrative

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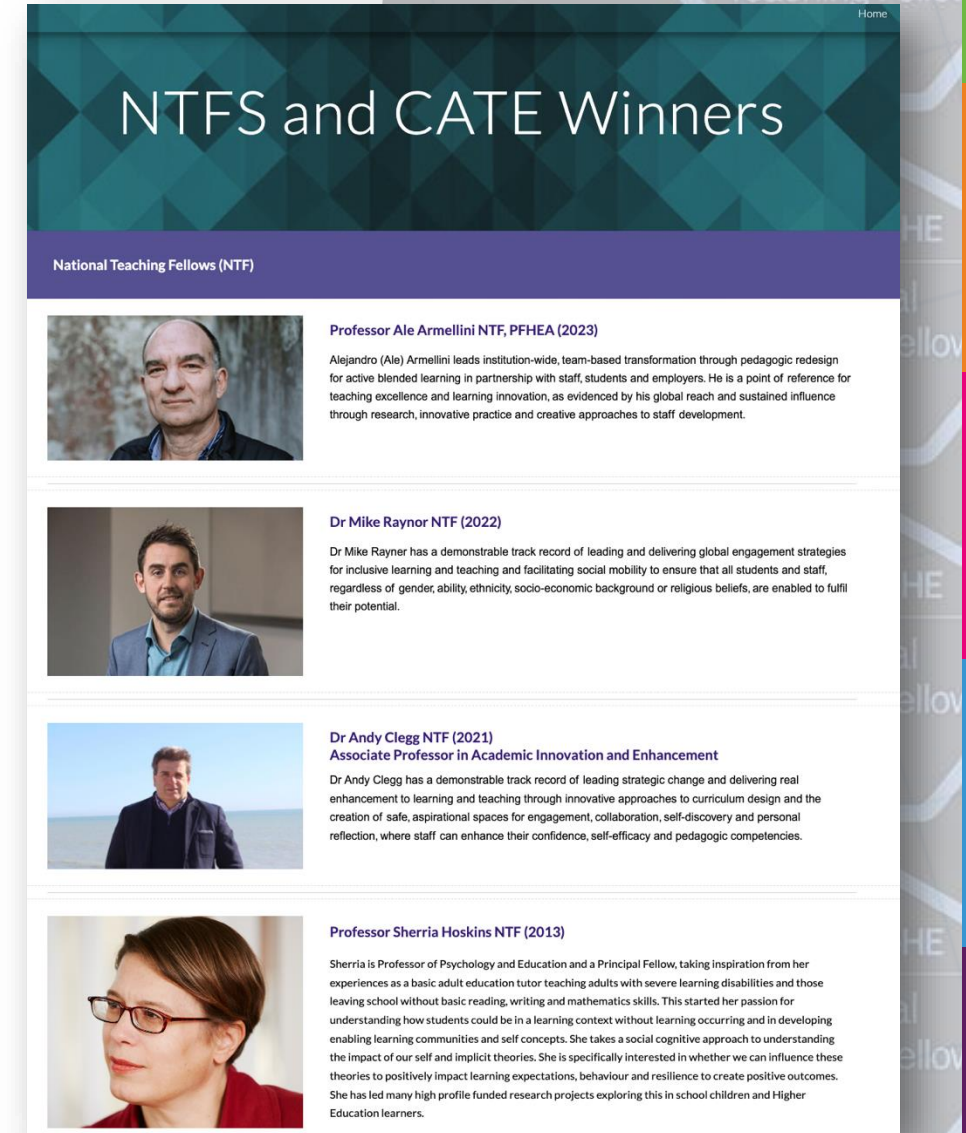
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National Teaching Fellowship

- The National Teaching Fellowship (NTF) Scheme celebrates and recognises individuals who have made an outstanding impact on student outcomes and the teaching profession in higher education.
- AdvanceHE will promote the work of all winners and showcase their contribution to student outcomes and the teaching profession.



The screenshot displays the 'NTFS and CATE Winners' page on the National Teaching Fellows (NTF) website. The page features a dark teal header with the title 'NTFS and CATE Winners' and a 'Home' link. Below the header is a purple banner with the text 'National Teaching Fellows (NTF)'. The main content area lists four winners, each with a portrait photo and a brief description of their work.

Winner	Year	Description
Professor Ale Armellini	NTF, PFHEA (2023)	Alejandro (Ale) Armellini leads institution-wide, team-based transformation through pedagogic redesign for active blended learning in partnership with staff, students and employers. He is a point of reference for teaching excellence and learning innovation, as evidenced by his global reach and sustained influence through research, innovative practice and creative approaches to staff development.
Dr Mike Raynor	NTF (2022)	Dr Mike Raynor has a demonstrable track record of leading and delivering global engagement strategies for inclusive learning and teaching and facilitating social mobility to ensure that all students and staff, regardless of gender, ability, ethnicity, socio-economic background or religious beliefs, are enabled to fulfil their potential.
Dr Andy Clegg	NTF (2021)	Associate Professor in Academic Innovation and Enhancement Dr Andy Clegg has a demonstrable track record of leading strategic change and delivering real enhancement to learning and teaching through innovative approaches to curriculum design and the creation of 'safe, aspirational' spaces for engagement, collaboration, self-discovery and personal reflection, where staff can enhance their confidence, self-efficacy and pedagogic competencies.
Professor Sherria Hoskins	NTF (2013)	Sherria is Professor of Psychology and Education and a Principal Fellow, taking inspiration from her experiences as a basic adult education tutor teaching adults with severe learning disabilities and those leaving school without basic reading, writing and mathematics skills. This started her passion for understanding how students could be in a learning context without learning occurring and in developing enabling learning communities and self concepts. She takes a social cognitive approach to understanding the impact of our self and implicit theories. She is specifically interested in whether we can influence these theories to positively impact learning expectations, behaviour and resilience to create positive outcomes. She has led many high profile funded research projects exploring this in school children and Higher Education learners.

National Teaching Fellowship

Benefits to Individuals

- Achieving a National Teaching Fellowship is widely recognised in higher education within the UK as well as internationally as a mark of quality.
- The award can help 'open doors' to new academic or career opportunities.
- Award winners join a national community of like-minded professionals who are passionate about teaching excellence.

Benefits to the Institution

- Offers an extension to university wide individual recognition schemes, as a means to raise the status of teaching and instil pride in the profession and student outcomes.
- Showcases the institution's support of individual teaching excellence and the impact this has on student outcomes.
- Enables staff to cross boundaries, collaborating with colleagues in other disciplines and areas of work, across institutions nationally and internationally.

National Teaching Fellowship

- You also get a NTF logo that you can include on your email signature.
- An invitation to a swanky awards do.
- **Basically, it's a significant personal achievement that you take great pride and satisfaction from!**



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It's incredibly competitive! – 2025 saw the largest number of NTF entries on record

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Be prepared for disappointment – not everybody gets NTS on their first go

National Teaching Fellowship

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It takes time, commitment and focus to put together a strong claim

NTFs must demonstrate:

Criterion 1: Individual Excellence

- *Enhancing and transforming student outcomes and/or the teaching profession, demonstrating impact commensurate with the individual's context and the opportunities afforded by it.*

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Criterion 2: Raising the Profile of Excellence

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Criterion 3: Developing Excellence

- *The nominee's commitment to and impact of ongoing professional development with regard to teaching and learning and/or learning support.*

Criterion 1: Individual Excellence

Criterion 1 could be demonstrated by providing evidence of the impact of:

- *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, which in turn clearly enhance students' learning.*
- *Recognising and actively supporting the full diversity of student learning requirements.*
- *Drawing upon the outcomes of relevant research, scholarship and professional development.*
- *Practice in ways which add value to teaching and students' learning.*
- *Engaging with and contributing to the established literature or to the nominee's own evidence base for teaching and learning.*

Criterion 2: Raising the Profile of Excellence

Criterion 2 could be demonstrated by providing evidence of the impact of:

- *Making outstanding contributions to colleagues' professional development in relation to promoting and enhancing student learning.*
- *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.*

Criterion 3: Developing Excellence

Criterion 3 could be demonstrated by providing evidence of the impact of:

- *On-going review and enhancement of individual professional practice.*
- *Engaging in professional development activities which enhance the nominee's expertise in teaching and learning support.*
- *Specific contributions to enable significant improvements in students' outcomes and/or experience.*

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Criterion 3 could be demonstrated by providing evidence of the impact of:

- *On-going review and enhancement of individual professional practice.*
- *Engaging in professional development activities which enhance the nominee's expertise in teaching and learning support.*
- *Specific contributions to enable significant improvements in students' outcomes*

- **1,500 words for each criterion**

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- **A compelling and engaging narrative – with a golden thread**

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- **Evidence – quantitative and qualitative metrics / feedback that demonstrates Reach, Value and Impact**

Criteria 3: Developing Excellence

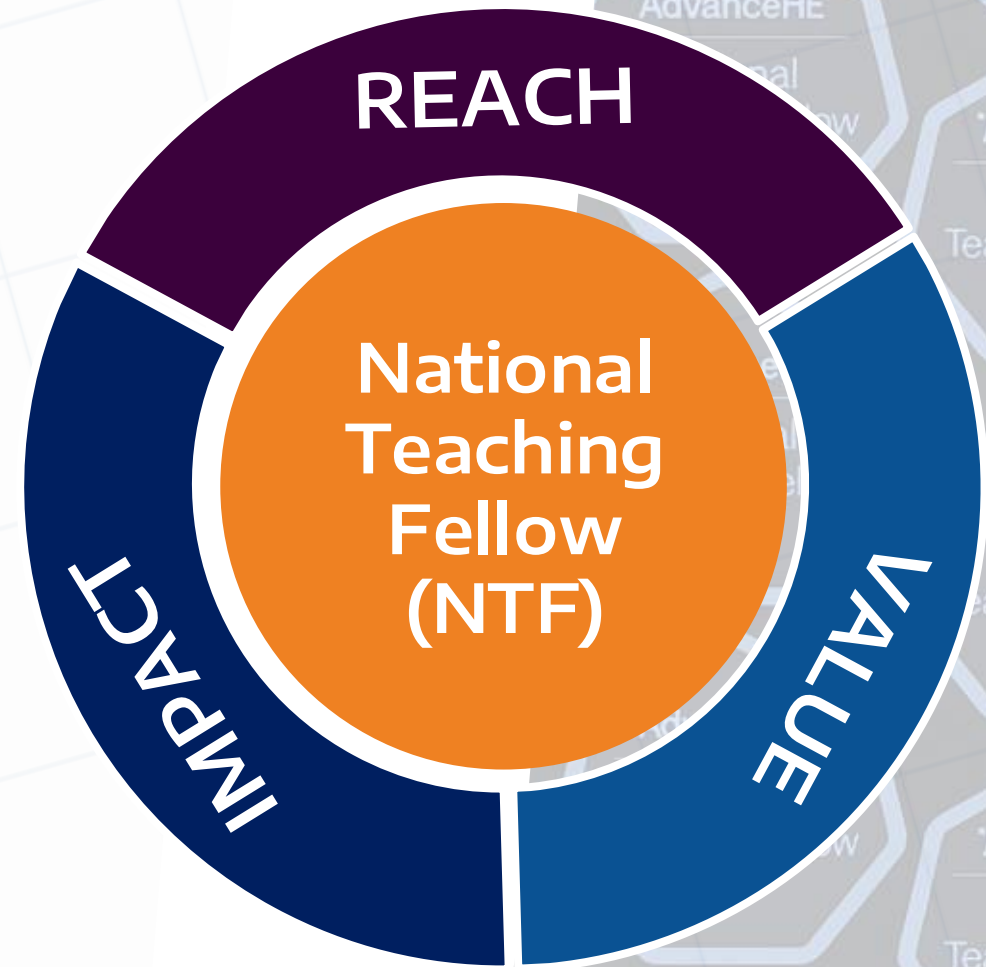
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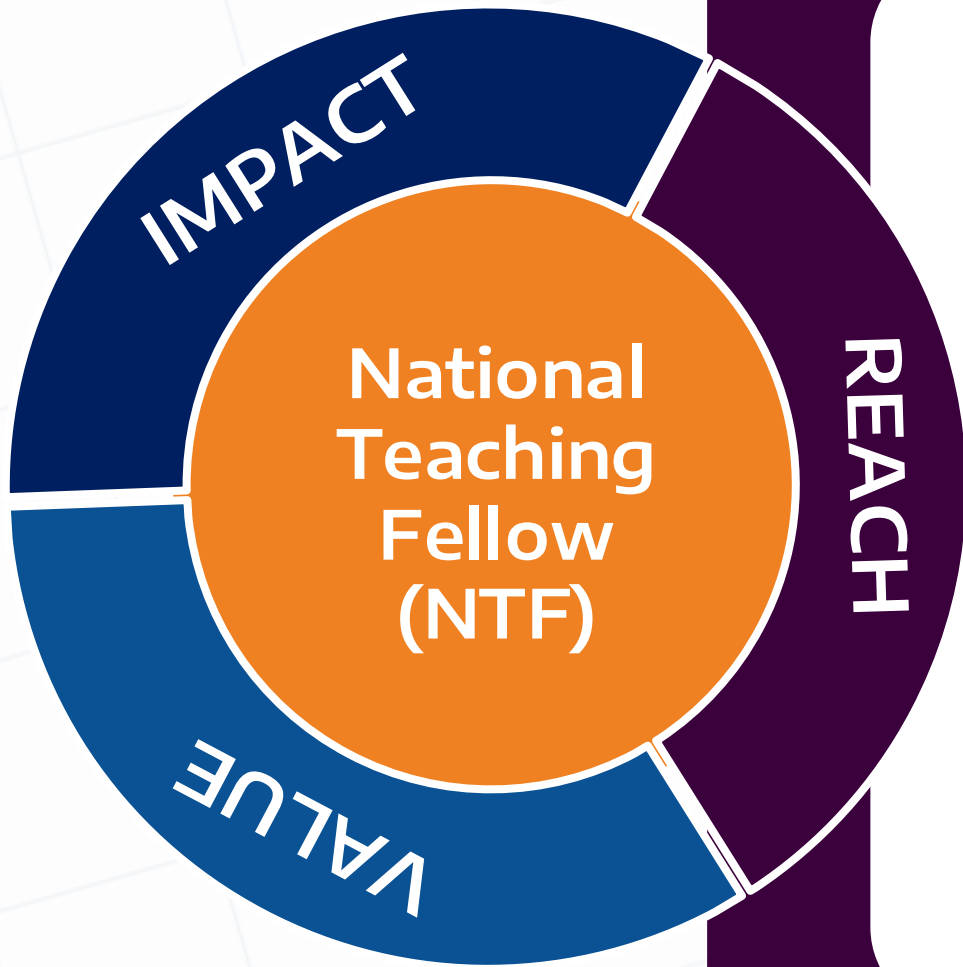
- **Senior Fellow is a good starting point**

Where to start...

Reflecting on your professional practice - can you demonstrate:

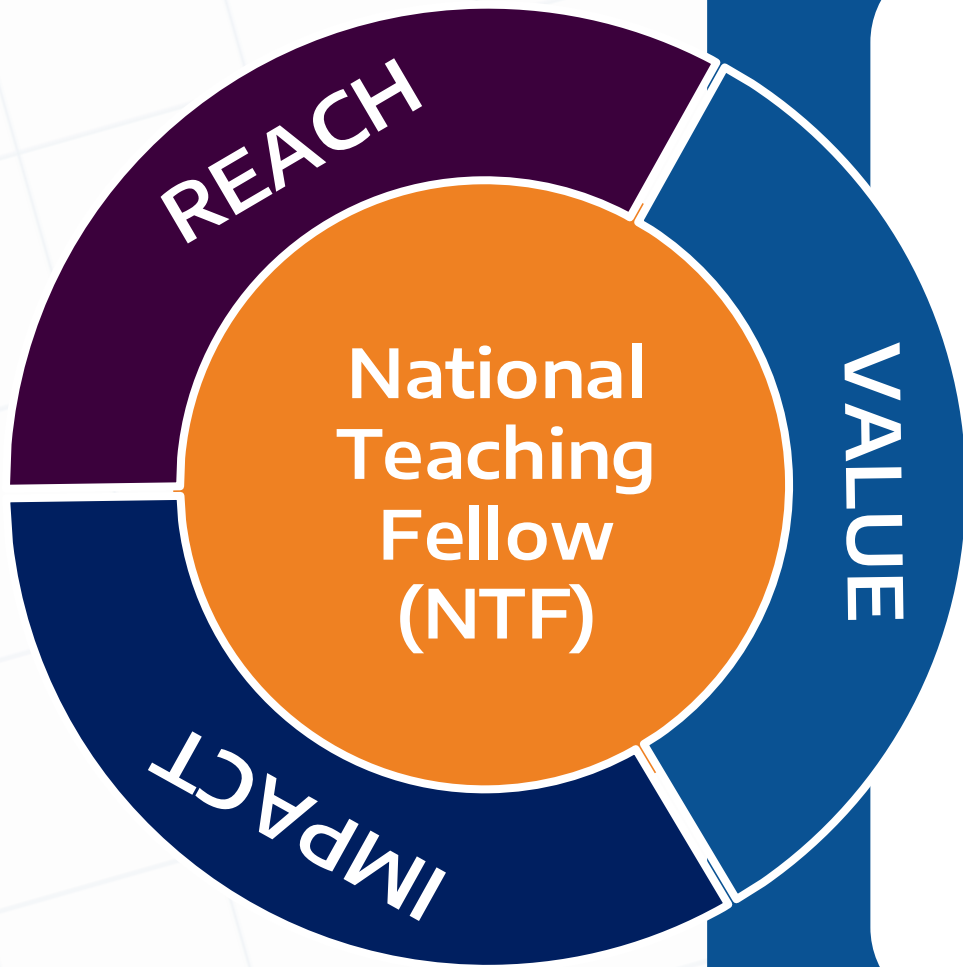


Reach



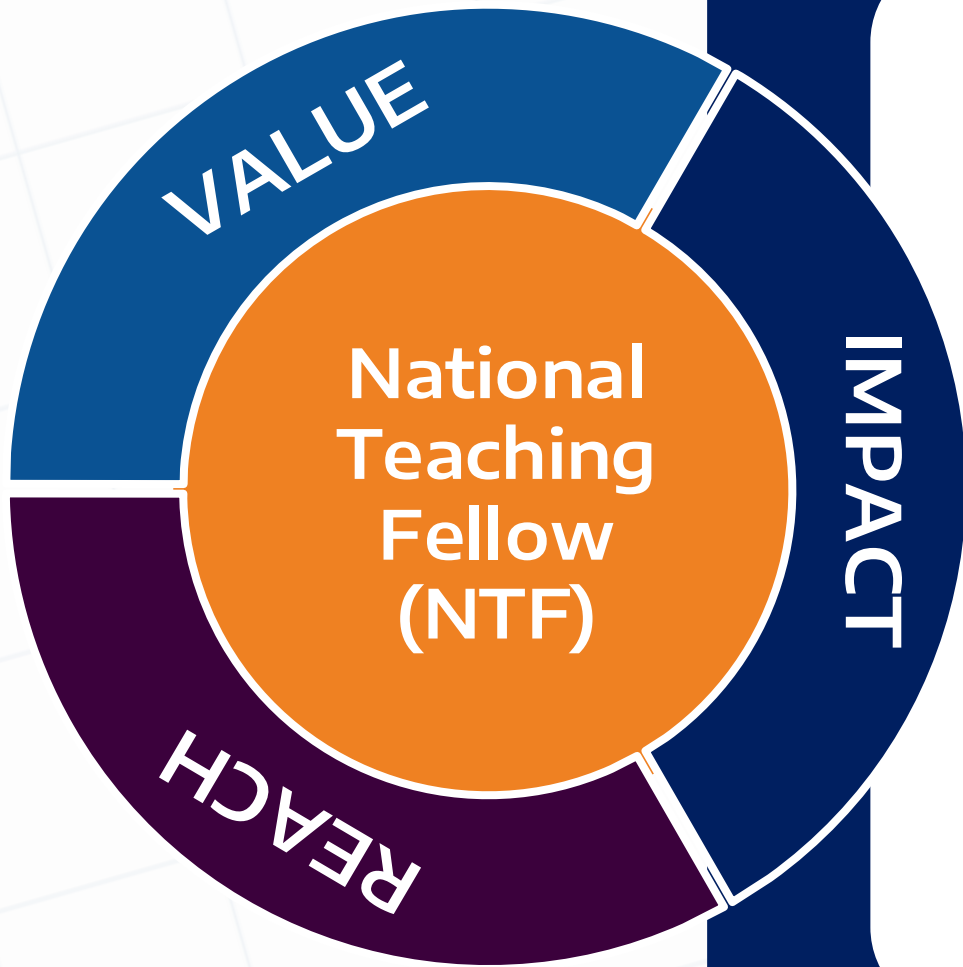
- The **scale of influence**
- Though '**geographic**' reach may be important for some nominees, it is useful to consider other ways that a nominee can demonstrate reach:
 - At a department/ faculty/ institution/ national/ global level
 - Evidence of how their practice has reached different groups of students, individuals and/or organisations (e.g. postgraduates, commuter students, BAME students, online learners)

Value



- The **benefit derived** for students and staff.
- Value may include **qualitative evidence** such as a change in approach to learning among students or staff.
- 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.

Impact



- 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.



CRITERION 1

INDIVIDUAL EXCELLENCE

Enhancing and transforming student outcomes and/or the teaching profession, demonstrating impact commensurate with the individual's context and the opportunities afforded by it.

EXAMPLES OF EVIDENCE



Inspiring students

Stimulating students' curiosity and interest in ways which inspire a commitment to learning.



High quality learning experiences

Organising and presenting high quality resources in accessible, coherent and imaginative ways which enhance students' learning.



Inclusive practice

Recognising and actively supporting the full diversity of student learning requirements.



Research and scholarship informed

Drawing upon the outcomes of relevant research, scholarship and professional development.



Adding to practice and knowledge

Practices that add value to teaching and students' learning and contribute to the literature or to your own evidence base for teaching and learning.



KEY QUESTION:

How have I transformed learning and student outcomes?



CRITERION 2

RAISING THE PROFILE OF EXCELLENCE

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.

EXAMPLES OF EVIDENCE



Developing colleagues

Making outstanding contributions to colleagues' professional development in relation to promoting and enhancing student learning.



Leading and contributing to initiatives

Contributing to departmental/faculty/institutional/national initiatives to facilitate students' learning.



Influencing change

Contributing to and/or supporting meaningful and positive change with respect to pedagogic practice, policy and/or procedure.



KEY QUESTION:

How have I influenced others and improved teaching beyond myself?



CRITERION 3

DEVELOPING EXCELLENCE

The nominee's commitment to and impact of ongoing professional development with regard to teaching and learning and/or learning support.

EXAMPLES OF EVIDENCE



Reflective and evaluative practice

Critically reflecting on practice and using evidence and feedback to drive improvement.



Commitment to professional development

Engaging in formal and informal CPD to build knowledge, skills and expertise.



Applying learning to enhance impact

Applying new learning and insights to enhance teaching, support learning and improve outcomes for students and colleagues.



KEY QUESTION:

How have I continued to grow and used that growth to improve practice?



CRITERION 1 INDIVIDUAL EXCELLENCE

Enhancing and transforming student outcomes and/or the teaching profession.

TYPES OF EVIDENCE



Student feedback and evaluations

Module evaluations, NSS, PTES, student surveys, focus groups, testimonials.



Student outcomes and achievement

Retention, attainment, progression, employability data, completion rates, awards.



Teaching materials and resources

Example teaching materials, learning resources, assessment tools, online content, curricula.



Reflective practice

Teaching reflections, learning journals, portfolio extracts.



Research and scholarship

Publications on teaching and learning, research outputs that inform practice, grants.



Recognition of your practice

Teaching awards, fellowships (e.g., HEA), invitations to present, peer recognition.



CRITERION 2 RAISING THE PROFILE OF EXCELLENCE

Supporting colleagues and influencing support for student learning and/or the teaching profession.

TYPES OF EVIDENCE



Contributions to colleagues' development

Workshops, mentoring, coaching, CPD sessions, communities of practice, peer observation.



Leadership of initiatives and projects

Leading or contributing to departmental, faculty, institutional, sector or national initiatives.



Influence on policy, process or practice

Policy documents, strategy contributions, committee work, working groups, guidance you have shaped.



External engagement and collaboration

Partnerships, networks, cross-institutional or international work, professional bodies.



Dissemination and advocacy

Invited talks, conference presentations, public engagement, blogs, webinars.



Evidence of impact beyond your role

Testimonials from colleagues, evidence of uptake or change resulting from your work.



CRITERION 3 DEVELOPING EXCELLENCE

The nominee's commitment to and impact of ongoing professional development.

TYPES OF EVIDENCE



Professional development activities

Courses, qualifications, CPD programmes, conferences, training undertaken.



Reflective growth and development

Reflective accounts showing how learning has informed and improved your practice.



Application and impact of CPD

Examples of how new learning has been applied to enhance teaching and outcomes.



Membership and professional engagement

Membership of professional bodies, editorial roles, reviewing, contributing to communities.



Career development and progression

New responsibilities, leadership roles, recognition of expertise and impact.



Commitment to inclusive practice

Evidence of how your development has supported inclusivity, diversity and student success.

Next Steps

University of Portsmouth Expression of Interest

Now open submit by 5pm on
Friday 11th September

- Submit a short video pitch of no more than 90 seconds outlining why you should be considered as a University nominee for NTF.
- The video should:
 - Be concise, focused and engaging.
 - Demonstrate an understanding of the NTF or CATE criteria.
 - Highlight examples of practice that could contribute to a strong, persuasive and compelling submission.
 - Begin to evidence reach, value and impact.
 - Articulate what makes your work distinctive, nationally significant and unique.

<https://sites.google.com/port.ac.uk/teachingexcellenceawardsscheme/home?authuser=0>

Next Steps

University of Portsmouth NTF and CATE Website



The screenshot shows the homepage of the NTF and CATE 2026 website. At the top right is the logo for the Collaborative Award for Teaching Excellence, with the text "Collaborative Award for Teaching Excellence" and navigation links "Home" and "Submitting Your Nomination". The main header features a dark teal geometric pattern with the text "NTF and CATE 2026". Below this is a light grey banner with the text "An opportunity to gain national recognition for excellence in Learning and Teaching". The page is divided into two columns. The left column is for the National Teaching Fellowship Scheme (NTF), featuring its logo and the text "National Teaching Fellowship Scheme". The right column is for the Collaborative Award for Teaching Excellence (CATE), featuring its logo and the text "Collaborative Award for Teaching Excellence". Both columns include a "Why apply?" section with bullet points.

NTF and CATE 2026

An opportunity to gain national recognition for excellence in Learning and Teaching

**NATIONAL TEACHING FELLOWSHIP SCHEME**

National Teaching Fellowship Scheme

Celebrating Outstanding **Individual** Impact

The National Teaching Fellowship (NTF) Scheme celebrates and recognises individuals who have made an outstanding impact on student outcomes and the teaching profession in higher education.

We are currently inviting colleagues to nominate themselves for consideration to be one of our three institutional award applications for 2025.

Why apply?

Up to 55 individual awards will be made in 2025 in recognition of outstanding impact. Advance HE will promote the work of all winners and showcase their contribution to student outcomes and the teaching profession. Advance HE will further enhance their national profile by inviting them to engage in a broad range of Advance HE activities, whether nationally or internationally. On gaining an award, each National Teaching Fellow (NTF) has a role in becoming an ambassador for the scheme and supporting the ongoing enhancement of learning and teaching.

**COLLABORATIVE AWARD FOR TEACHING EXCELLENCE**

Collaborative Award for Teaching Excellence

Celebrating Outstanding **Collaborative** Impact

The Collaborative Award for Teaching Excellence (CATE) recognises and rewards collaborative work that has had a demonstrable impact on teaching and learning. Introduced in 2016, the scheme highlights the key role of teamwork in higher education.

We are currently inviting teams to nominate themselves to be this years institutional submission.

Why apply?

- Provides teams with national recognition and profile of their collaborative work in learning and teaching within higher education.
- Offers an extension to university wide team-based recognition schemes, as a means to raise the status of learning and teaching.
- The award can help 'open doors' to new collaborative or career opportunities.
- Join a national community of like-minded professionals who are passionate about collaborative approaches to teaching excellence

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