



National Teaching Fellowship Scheme (NTFS) 2023

Guidance for institutions and individuals

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1. Deadline and assessment schedule

The timetable for the submission and review process is as follows:

Date	Milestone
Monday 3 Oct 2022	<p>Call for nominations opens</p> <p>All NTFS forms and guidelines will be released on Advance HE's VLE. Teaching Excellence Award Leads (TEALs) can register to receive access to the VLE from this date.</p>
Wednesday 8 March 2023	<p>Nominations close</p> <p>All electronic copies of nomination documents should be uploaded to the VLE, and the Nominee Profile Form completed on JISC, by 12:00 (GMT). Access to the NTFS nomination course on the VLE will close to TEALs at this time.</p>
Week commencing Monday 3 July 2023	<p>Individual outcomes released</p> <p>Nominees and Vice-Chancellor/ Principal/ President (or equivalent) of the nominating institution will be informed of the outcome of their nomination. Please note that this information is embargoed until the official announcement on Thursday 3 August 2023.</p>
Thursday 3 August 2023	<p>Official announcement released</p> <p>Advance HE releases the official announcement of 2023 National Teaching Fellows.</p>
Autumn 2023	<p>Awards Ceremony</p> <p>The Awards Ceremony will be held in Autumn 2023 (date to be confirmed).</p>

This document provides detailed guidelines for the nomination process and for the preparation and submission of nomination documents for the 2023 NTFS award round.

2. Introduction

The purpose of the National Teaching Fellowship Scheme (NTFS) is to recognise, reward and celebrate individuals working in UK higher education (HE) who have made an outstanding impact on student outcomes and the teaching profession.

The NTFS is organised and run by Advance HE. In order to participate in the NTFS, institutions must be Advance HE UK Full or Affiliate members; participation in the scheme is a benefit of membership, i.e. no additional fee is due for participation.

Advance HE UK member institutions are eligible to enter up to **three members of staff who teach and/or support learning in higher education**. Individuals selected to enter the NTFS are called ‘**nominees**’, as their institution has chosen to put them forward for an award via a ‘**nomination**’.

Up to 55 individual awards will be made in 2023, 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.

Nominees will be informed of the outcome of their nomination in the week commencing Monday 3 July 2023. Successful nominees will be invited to attend a celebratory event in Autumn 2023, where their National Teaching Fellowship will be awarded. NTFs will automatically become members of the Association of National Teaching Fellows (ANTF). Further details of the [Scheme](#) and of the [Association of National Teaching Fellows](#) are available on Advance HE’s website.

The UK Teaching Excellence Awards Advisory Panel plays a pivotal role in the process. The Panel advises on the criteria, the process of assessment and moderation, and the selection of the winners. The Panel is independent of Advance HE and includes senior HE representatives from the UK nations and other relevant stakeholders.

2.1 New for 2023

Updates to Submission Documents

- + Prior to 2023, the Vice Chancellor (VC) (or equivalent) was required to complete and sign the Institutional Statement of Support. Feedback from VCs in 2022 has indicated that this might not always be appropriate, as VCs may not have first-hand detailed knowledge of the nominee’s practice. Therefore, from 2023 onwards, the Institutional Statement of Support (Appendix 3) should be completed by a colleague in the senior position at the nominating institution, at the level of **DVC/PVC or equivalent**, who is familiar with the nominee’s teaching and learning practice and signed-off by the institution’s Vice-Chancellor (or equivalent);
- + From 2023, a completed ‘TEAL Checklist’ is no longer required to be submitted with the nomination documents for NTFS. The Checklist will still be available in the VLE to support TEALs with their planning;

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- + From 2023, we ask that all documents are submitted as **PDF files** to avoid the accidental inclusion of track changes in final submissions;
 - + From 2023, typewritten names in place of signatures will be accepted on all submission documents, aside from the Institutional Statement of Support, which requires the VC's (or equivalent) electronic/ scanned signature;
 - + From 2023, TEALs are no longer required to submit the 'Completion Receipt Number' that confirms their nominee has submitted their 'Nominee Profile Form' on JISC; TEALs are advised to retain their nominee's 'Completion Receipt Number(s)' for their records.

Changes to NTFS Scoring

- + From 2023, the NTFS will be scored using a **0-9 scoring scale**, replacing the previous 0-5 point scoring scale. This change has been introduced with the support of the UK Teaching Excellence Awards Advisory Panel to enable reviewers to make finer distinctions between many excellent Claims in a highly competitive context. Please see the updated NTFS scoring rubric in Appendix 4 for full details.

Other Guidance Updates

- + From 2023, there is a small change to the wording of **NTFS Criterion 2: Raising the profile of excellence**
Evidence of supporting colleagues and influencing support for student learning and/or the teaching profession; including demonstrating impact and engagement beyond the nominee's immediate academic or professional role.
This change has been made to reflect the fact that, typically, while nominees do include evidence from beyond their role in this criterion, some relevant evidence of how nominees are supporting colleagues and influencing support for student learning and/or the teaching profession may come from within the nominee's immediate academic or professional role.
- + Guidance has been updated to emphasise that the evidence that nominees submit for NTFS must be in the context that relates to higher education teaching and learning (as opposed to, for example, teaching and learning in a primary or secondary context, or within professional profile activity that does not appropriately show relevance to HE learning and/or teaching).
- + A number of minor revisions have been made to the wording throughout.

3. Guidelines for nomination

3.1 Eligibility

The NTFS is open to all Advance HE member Higher Education Providers (HEPs) across the four nations of the UK, including Further Education Colleges and independent 'alternative' providers. Each institution is invited to nominate up to three individual members of staff who can clearly demonstrate having an outstanding impact on student outcomes and the teaching profession.

In selecting up to three individuals to put forward for the scheme, institutions are strongly encouraged to reflect the full diversity of their staff body. Individuals can hold any role that contributes to the enhancement of student outcomes and the teaching profession. Staff can be nominated at any stage of their career and may be employed on any type of contractual arrangement; for example, part-time, full-time or non-permanent (fixed-term). Staff must be teaching and/or supporting student learning within a member institution, including for instance teaching, research and/or learning support. Staff working at an overseas campus, whilst employed by the member UK HEP, are eligible to be nominated.

Individuals are not permitted to apply for the National Teaching Fellowship Scheme (NTFS) and also be a CATE Team Leader in the same Awards round. TEALs and Deputy TEALs cannot be nominated for NTFS. A TEAL or Deputy TEAL who wishes to be nominated should step down from their TEAL or Deputy TEAL role for the relevant awards cycle. Please contact NTFS@advance-he.ac.uk to advise of the change and provide contact details for the replacement TEAL/Deputy TEAL. The password for the institutional VLE access will be changed at this point to ensure that there is no conflict of interest arising.

Advance HE aims to encourage employment practices that enable equitable outcomes in recruitment, retention and career development within the HE sector for all individuals. Advance HE expects institutions to ensure that their processes for selecting nominees are inclusive and do not discriminate against individuals on the grounds of equality and diversity, in relation to the protected characteristics set out in the Equality Act 2010. In addition, selection processes should be inclusive of the variety of ways in which staff that teach and support learning are employed at the institution. Past data indicate that within the NTFS there has previously been under-representation of the following groups:

- + ethnic minority groups relative to HESA statistics;
- + the wide range of professional staff that support learning;
- + part-time, fractional, sessional or hourly-paid staff;
- + HE staff from the college sector and alternative providers;
- + males relative to HESA statistics.

Institutions are encouraged to consider how the internal selection process can be used to create a positive profile for the selected nominee(s) and how they will support nominees who are unsuccessful in the NTFS awards process, as it is highly competitive.

The Claim (see definition below) should be the work of the nominee only and Advance HE retains the right to process nominations through anti-plagiarism software.

3.2 Nomination documents

Nominations are comprised of the documents and forms listed below. The submission of the full nomination should be co-ordinated by the TEAL (see Section 3.5). Documents should be uploaded to Advance HE's Virtual Learning Environment ([VLE](#)) and forms and surveys should be completed online through Advance HE [Online Surveys](#).

Nomination documents comprise the following:

- **Claim:** a statement completed by the nominee using the downloadable pro-forma describing their outstanding impact in relation to each of the three award criteria (maximum 1500 words per award criterion) plus an overarching Context Statement (up to 300 words) and a Reference List for citations used within the Claim (excluded from the word count); see Appendix 2 – Welsh version available. Please submit all documents as PDF files.
- **Signed Statement of Support:** a statement providing endorsement and an institutional perspective to support the Claim. From 2023, we advise that this statement be written by a colleague in a senior position at the nominating institution (at the level of DVC/PVC or equivalent) and familiar with the nominee's teaching and learning practice using the downloadable pro-forma (maximum 1000 words). The statement should be signed-off by the institution's Vice-Chancellor (or equivalent). See Appendix 3 – Welsh version available. Please submit as a PDF file.
- **Nominee Profile Form:** an [online form](#) completed by the nominee. This covers background information about the team and requires a 50-word summary profile and a longer 350-word profile. Nominees should state their preferred pronouns. Personal profiles should be written in third person (i.e. 'Dawn Pendragon works at the University of Hewart'). At the end of the form, the nominee should take note of the completion receipt number and give this to the TEAL for their records only (this number no longer forms part of the submission). Examples of previous personal profiles can be found on [Advance HE's website](#) here, for reference.
- **Photos:**
 - three different high resolution photographs of 1Mb and 300dpi (minimum) (note that this can be achieved with most smartphones and non-professional cameras);
 - JPEG format;
 - All photographs should be in landscape format;
 - The submission of photographs indicates that a HEP has sought nominee agreement for the use of these images by Advance HE.
- **Equal Opportunities Monitoring Survey:** an [online survey](#) completed by the nominee. This data will be used anonymously to report on equality and diversity.

3.3 Formatting requirements

The following conventions should be applied to the Claim. This is to ensure fairness and consistency in the review process across all nominees.

- **Word limits:** where word limits are specified, all section headings, text within tables, graphs (all keys, headings, axes and labels), diagrams, in-text citations, endnotes and numerical characters should be included in the word count. Sections A and B of the nominee Claim have a maximum word limit; reviewers will not take into account any words exceeding the word limit.
- **Font:** Arial 12 point.
- **Diagrams:** are permitted. Any text appearing within the diagram should be added to the final word count for the relevant section.
- **Headers and footers:** headers should be used for the nominee's name and nominating institution and footers for page numbers.
- **Citations:** can be included in the body text or put as endnotes (rather than footnotes) for each section. These should be added to the final word count.
- **Hyperlinks:** do not include. Hyperlinks count as additional information and reviewers will not take them into consideration when scoring the Claim.
- **Pictures and logos:** do not include.
- **File Saving:** The following naming convention should be used for all submitted files: <Initial.Surname_Institution_DocumentName> (e.g. J.Bloggs_UniofPoppleton_Claim)

Advance HE and the UK Teaching Excellence Awards Advisory Panel reserve the right to reject any nominations failing to adhere to these requirements. It is therefore the responsibility of the nominating institution and the individual nominee to ensure that the nomination adheres to the requirements with regard to formatting, required signatures and word limits.

3.4 Monitoring of equality and diversity data

All personal data provided through the submission of a nomination for the NTFS will be held confidentially by Advance HE and only relevant documentation will be shared with the reviewers and the UK Teaching Excellence Awards Advisory Panel, as explained within this guidance document.

Advance HE is committed to promoting equality and diversity and collects data on nominees for statistical monitoring via the [Equal Opportunities Monitoring Survey](#). The information provided does not form part of the Claim and is not made available to reviewers, but is used anonymously by Advance HE for statistical monitoring and reporting of both nominee and winner data.

The confidentiality of the nominees' data is maintained by Advance HE. Advance HE collates the information provided by all nominees and uses this collated data anonymously to report annually on equality and diversity to the UK Teaching Excellence Awards Advisory Panel.

The [Equal Opportunities Monitoring Survey](#) is an online survey which should be completed by the nominee and not the TEAL. Nevertheless, **the TEAL should confirm with their nominees that they have completed the survey.**

If anyone wishes to know more about how Advance HE collects, stores and uses personal information about the NTFS nominees please review our privacy statement (Appendix 5).

3.5 Submission and receipt of nominations

Nomination documents must be submitted by a named central contact (or their designated deputy) (the TEAL) at the institution through an online system hosted on Advance HE's VLE. TEALs will be issued with an institutional username and password to log into the VLE, which will enable them to upload the nomination(s). Full instructions are provided in the TEAL Handbook 2023.

All nomination documents must be uploaded by 12:00 noon (GMT) on Wednesday 8 March 2023. If the institution is nominating more than one individual, the TEAL should upload nomination documents for each of the nominees using the same institutional username and password; it is therefore essential that the correct file naming convention is adopted (Section 3.3). The TEAL is acting on behalf of their institution and it will be assumed by Advance HE that they are acting in accordance with the expectations of their senior management, when submitting their institution's nomination(s).

Submissions should be in English or Welsh; those submitting in Welsh must also include an English version of all documents for review purposes.

Receipt of uploaded nominations will be acknowledged by an automated email sent to the TEAL; this email will provide confidence that a submission has been made, but will not confirm that all required documentation is present.

Following submission, Advance HE will check that all documents have been received and are accessible. Advance HE will confirm that all required documents have been received in an email sent to the TEAL from the mailbox ntfs@advance-he.ac.uk by 12:00 (GMT) on Wednesday 15 March 2023. If the TEAL has not received this confirmation from Advance HE by 12:00 (GMT) on Wednesday 15 March then we advise that they should contact Advance HE, to check receipt, by email at ntfs@advance-he.ac.uk before a final deadline of 12:00 (GMT) on Friday 17 March 2023.

4. NTFS award criteria

All nominee Claims will be assessed on the evidence provided in relation to each of the three NTFS award 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; including 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**, to be demonstrated within the narrative presented in Section B. Please note that each of the three award criteria above is given equal consideration in the assessment process and weighted equally in the overall score.

5. Developing the Claim

The 'Claim' is made up of three sections:

- **Section A:** Context Statement (maximum 300 words);
- **Section B:** Claim against the NTFS Award Criteria (maximum 1500 words against each criterion);
- **Section C:** Reference List

Only Section B, containing evidence against each of the three NTFS award criteria, is scored by reviewers; the Context Statement and Reference List are not scored.

5.1 Section A: Context Statement

Advance HE and the UK Teaching Excellence Awards Advisory Panel recognise that excellence in teaching and learning support will be situated within specific academic, professional and institutional contexts. The nature of the institutional context and each individual nominee's opportunity to contribute will be taken into account.

The scheme recognises impact and engagement beyond a nominee's immediate academic or professional role. A nominee may, for example, have made a significant contribution to learning and teaching in an area that falls outside their substantive role.

There will be considerable variation between nominees, reflecting differences in individuals' experience, their job roles and institutional contexts. The Context Statement (300 words) is

at the beginning of the nominee's Claim and will not be scored by reviewers. Nominees should use this section to articulate the context of their role, the setting, field and/or area of work.

The Context Statement provides a frame for Section B of the Claim and enables reviewers to orientate themselves into the evidence provided against each of the award criteria. Nominees should use the Context Statement to explain the context of their institution and their professional role(s) and responsibilities within it. Because of the personal nature of this information, nominees should write in the first person (use 'I').

Where the narrative in Section B of the Claim draws on evidence from the nominee's activity at previous institution(s), their work in the wider sector and/or with industry/sector bodies, this should also be explained in the Context Statement. Nominees should make clear the nature of their teaching and learning practice. Nominees can help reviewers to contextualise the evidence they submit under Criterion 1 by using the Context Statement to clarify who their learners are (for example, students or colleagues), their discipline/specialist area, and by providing a brief outline of the scope and scale of their higher education practice.

The Context Statement should not be used to provide information that would add evidence of impact to the nominee's narrative set out in Section B of the Claim. Some examples of **what not to include** in the Context Statement (but to include in Section B instead) are as follows:

- + Involvement in teaching and learning initiatives (e.g. possible use in evidence for Criterion 1)
- + Work that impacts upon professional bodies or wider higher education (HE) communities (e.g. possible use in evidence for Criterion 2)
- + Professional qualifications and/or engagement in ongoing professional learning activities (e.g. possible use in evidence for Criterion 3)
- + Teaching and learning-related awards or institutional awards for innovation
- + Areas of research, scholarship and/or professional practice

The content and structure of the Context Statement is to be determined by the nominee, in order to best showcase the relevant parts of their context that effectively situate the evidence that will follow in Section B of the claim. Nominees should avoid submitting Context Statements that contain a lot of detail about the history and prestige of their institution.

The table below provides anonymised excerpts of Context Statements from previously successful claims, from a variety of different disciplinary and professional service contexts to offer an illustration of the type of information that reviewers find particularly helpful:

A non-traditional HE entrant, I gained my first degree (BSc (Hons) Biology) in my mid-30's at St Damien's University. I started teaching undergraduates from different disciplines as Associate Lecturer during my postgraduate and PhD studies, and research assistantships that followed. I made a conscious decision to move into Educational/Academic Development in 2009. For over 4 years I worked as Senior and Principal Lecturer (SL; PL) leading and managing the Postgraduate Certificate in Learning and Teaching in HE (PGCLTHE). I joined The University of Blandford (2015) as Head of Academic Staff Development (ASD) wishing to broaden my experiences of institutions' cultures and assume a more strategic role. Later (2019) I made a deliberate decision to return to a practitioner/student-focussed role leading the probationary academics' initial professional development course.

My primary teaching is to BA (Hons) Printmaking students who have practical studio-based classes daily from 9am to 4pm. I teach a wide variety of specialist techniques - both digital and traditional - including engraving, etching, dry point, and aquatint, and occasionally direct exhibitions and projects with students across all three years. I manage the printmaking team of between four and five visiting lecturers. My core teaching hours are typically 11 per week and, when I am co-ordinating exhibitions of student work, this increases to around 20 hours per week, sometimes more. I serve as personal tutor to all second-year students and provide regular personal tutorials to students. The teaching that I deliver is practical, studio-based skills work, involving practical demonstrations, digital techniques and working with visiting experts. I use group teaching, one-to-one practical tutorials and coaching techniques.

I have been a Lecturer in Statistics, in the School of Mathematics, Statistics and Computing at Ensbury University, since June 2010. My professional responsibilities include teaching, methodological and pedagogical research, outreach and recruitment, and internationalisation. I teach Statistics to undergraduate students enrolled on programmes in Mathematics and Statistics, including advanced courses for students on our integrated Master's programmes. I also teach Statistics to subject non-specialists across a wide range of disciplines, including Pharmacy, Marketing and Psychology.

Although I am committed to all aspects of my post, teaching is the one I am most, and completely, passionate about. I am equally enthusiastic about enhancing the teaching and learning experience of both subject non-specialists and those who have chosen Mathematics and Statistics as their first subject, and my teaching innovations have focussed on both groups. I am also a passionate promoter of statistical literacy with those I meet outside my substantive role, including budding young scientists I come across through my outreach work but also school teachers, industrial collaborators and practitioners across a wide range of fields.

5.2 Section B: Claim against the three NTFS award criteria

Nominees should use Section B of the Claim to set out the evidence of the **reach, value and impact** of their practice against the three award criteria in turn. Each of the three parts of Section B must not exceed 1500 words. Reviewers 'score' each of the three parts separately. Appendix 4 sets out the scoring rubric used by reviewers to allocate scores to the evidence claimed against each of the three award criteria.

There are many different ways of evidencing each of the three award criteria, as appropriate to the nature of the nominee's higher education practice. Some illustrative examples are given below, but nominees should not feel limited by these examples as they are included only to provide indicative types of evidence against each criterion.

Key points:

- + nominees should address and make a specific claim against each criterion in turn;
- + nominees should demonstrate impact on student outcomes and/or the teaching profession over a sustained period;

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- + nominees should demonstrate that they are applying the principles of equality, diversity and inclusion to their practice;
 - + nominees need to draw upon explicit evidence of impact to support their claim against each award criterion;
 - + to illustrate, some examples of possible sources of evidence might include (but are not limited to) some of the following, depending on the nominee's context:
 - o student feedback and evaluations
 - o student data (progression, achievement, retention, engagement, etc.)
 - o feedback/ data from work with peers, new initiatives/ initiatives in new settings, policy development, etc.
 - o use of nominee's resources, approaches, publications, etc.
 - o work with other partner/ external organisations, professional bodies, etc., in relation to HE practice.
 - o recognised achievements such as awards, accreditations, funding successes, external partnerships, etc.
 - o quantitative data to indicate the scale, reach and impact of the nominee's work;
 - + when selecting appropriate evidence, nominees should consider:
 - o use of evidence that is meaningful and convincing in support of the claim; a focus on quality sources and not the quantity of different sources;
 - o balance of types of evidence; for example, a mixture of qualitative and quantitative data where appropriate to the nominee's context. Although a useful source to include, it is recommended to avoid over-reliance on testimony;
 - o balance of evidence across the three award criteria;
 - o balance of recent and older evidence to demonstrate both currency, and that practice has been sustained;
 - o only including evidence that relates to teaching and learning in the context of higher education (as opposed to, for example, teaching and learning in a primary or secondary context, or within professional profile activity that does not appropriately show relevance to HE learning and/or teaching).
 - + In writing your claim, consider how your writing style and the framing of the Claim best represents the excellence of your practice for a diverse range of readers.

The decision on what constitutes appropriate evidence of impact rests with the nominating institution and the nominee, but nominees are encouraged to ensure that the student voice is made explicit within Section B of the Claim. Nominees, teaching and/or supporting learning within the wide variety of contexts that constitute UK higher education, inevitably demonstrate different communication and analytical styles and this will be accounted for in the assessment process. Claims will vary considerably in style and content; there is no 'expected' style or 'formula' to be followed.

Reach, Value and Impact

Reviewers will be looking for evidence that demonstrates the **reach, value** and **impact** of the nominee's practice. Nominees should be mindful of this requirement and aim to provide evidence that demonstrates a balance of these three qualities across the claim.

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. 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.).

Value: 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.

Impact: The difference that has been made to policy, practice and/or student outcomes in an HE context 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.

Addressing 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.

To give some illustrative examples, 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 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.

Addressing Criterion 2: Raising the profile of excellence

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

To give some illustrative examples, 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 HE student learning in an HE context;
- + contributing to departmental/faculty/institutional/national initiatives to facilitate students' learning in an HE context;
- + contributing to and/or supporting meaningful and positive change with respect to pedagogic practice, policy and/or procedure in an HE context.

Addressing 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.

To give some illustrative examples, 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;
- + engaging in continuing professional development in relation to the impactful practices described in Criterion 1 or 2;
- + demonstrating how specific contributions arising from the nominee's professional development have enabled significant improvements in teaching practice, students' outcomes and/or experience.

Reviewers use a scoring rubric (Appendix 4) to 'score' each of the three parts of Section B of the nominee's Claim against each of the three NTFs award criteria; there is a possible overall maximum score of 27 from each of the three reviewers.

5.3 Section C: Reference List

The Claim includes a final section (Section C) where nominees should provide a list of references which they have drawn upon within the evidence they provide against each award criterion. For example, nominees may be drawing upon the outcomes of relevant research, scholarship and professional practice and/or engaging with and contributing to the established literature or from the nominee's own evidence base for teaching and learning.

Nominees should not simply list all of their publications and presentations, instead they should focus only on those which are directly linked to the material in Section B. Nominees should also be aware that the Reference List should not be used to add hyperlinks to further supporting material as reviewers will not follow these.

Though a word limit is not set for the Reference List, if a nominee's list has more than approximately 20, or less than 2 references, it is likely to be out of kilter with successful nominations. The list should not include any citations not directly referred to within the evidence provided in Section B of the Claim.

The Reference List is not part of the review process and so is not 'scored' by reviewers. The purpose of the list is to allow reviewers to identify sources and to provide appropriate credit to an author who has inspired any areas of the nominee's practice that are evidenced within the Claim.

6. Statement of Support

The institution's Statement of Support is an essential and critical aspect of the nomination. It endorses the claim made by the nominee and frames the reach, value and impact of the nominee's practice from an institutional perspective.

The Statement of Support should not be considered a source of supplementary (or new) evidence; the core aspects of the nominee's claim, and evidence for these aspects, should be provided within Section B of the Claim. The institution's Statement of Support is a complementary document intended solely to endorse the claims made within Section B.

From 2023, we advise that the institutional Statement of Support should be written by a colleague in a senior position at the nominating institution (at DVC/PVC level or equivalent) who is familiar with the nominee's teaching and learning practice. The statement should validate the impact evidenced by the nominee, provide institutional context for the nominee's work and provide any supporting information that might be more appropriately expressed by a colleague working in a senior role and familiar with the nominee's practice; for example, a perspective on the strategic importance of the nominee's work and/or change arising as a result of their actions.

It continues to be a requirement that the Vice-Chancellor/ Principal/ President (or equivalent) provides the final sign-off for the Statement of Support to confirm formal institutional endorsement for the nomination.

The Statement of Support (Appendix 3) should be completed using the downloadable form available on the Advance HE VLE. It is recommended that the nominee's Claim is read prior to the senior colleague composing the institution's Statement of Support, as it is most helpful when this statement aligns well with the Claim. In particular, the statement should:

- + endorse the validity of the nominee's Claim for outstanding impact;
- + provide an institutional context within which the nominee has been identified as having outstanding impact and outline any future plans to further disseminate their practice;
- + provide confirmation of institutional support for the nominee, should they be successful, in terms of carrying out any responsibilities associated with having a National Teaching Fellowship;

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- + provide any additional supporting information which might be most appropriately expressed by a colleague working in a senior role (e.g. at the level of DVC/PVC or equivalent);
 - + be endorsed by the Vice-Chancellor/ Principal/ President (or equivalent) to formalise the nomination and provide the name, job title and signature of the Vice-Chancellor/ Principal/ President (or equivalent).

7. Review and selection process

Each nomination is considered by independent, external peer reviewers based on the information nominees submit against the three award criteria in Section B of the Claim. The institutional Statement of Support validates the claim made by the nominee from an institutional perspective. The Context Statement at the start of the Claim (Section A) is not reviewed against the criteria; its purpose is to set the context for the nominee's practice in order to frame the evidence provided within the following three parts of Section B of the Claim against the award criteria (see Section 4 above).

Advance HE peer reviewers for the NTFS are volunteers working within teaching and learning across the HE sector and are independent to Advance HE. Reviewers are all experienced in criteria-based assessment, will have successfully completed a moderation exercise and will have undergone training before acting as a reviewer for the scheme. Reviewers carry out their role on a confidential basis and their identity will not be shared with nominees, nominating institutions or with the UK Teaching Excellence Awards Advisory Panel during the selection and award process.

Reviewers score each part of Section B of the nominee's Claim against each of the three award criteria in turn, ensuring that each criterion is equally weighted in the assessment process. Strict word limits are set for the Claim and reviewers are instructed not to consider any part of Section B of the Claim which exceeds the permitted maximum word limit of 1500 words per award criterion (1-3). The scoring rubric (Appendix 4) is used by reviewers to allocate scores.

In 2023, Advance HE will allocate all nominations to three reviewers, avoiding any conflicts of interest. The reviewers score each of the three criterion 0-9. A series of algorithms are applied to differentiate scores and create overall ranking. Where one reviewer's scores are defined as discrepant from the other two reviewers' scores, a fourth reviewer will be used and the three closest scores used in the ranking calculations.

Advance HE oversees the standardisation of assessment, and monitors and processes all nominee data in order to report to the UK Teaching Excellence Awards Advisory Panel. The approach used ensures that no nominee is disadvantaged by discrepancies in marking and that all nominees are treated fairly and consistently. The UK Teaching Excellence Awards Advisory Panel reviews equal opportunities data, the rankings and reviewer comments and makes recommendations for award winners, which are subsequently ratified by the Advance HE Chief Executive Group.

Advance HE is committed to promoting equality, diversity and inclusion. In processing nominations, it ensures that no nominee is treated less favourably than others on the grounds of gender, race, nationality, ethnic or national origin, religious or political beliefs, disability, marital status, social background, family circumstances, sexual orientation, gender reassignment, spent criminal convictions, age, or for any other unlawful reason.

8. ANTF support events

In addition to the guidance presented within this document, members of the Association of National Teaching Fellows (ANTF) run a series of online support workshops for individuals preparing to be nominated. Previous delegates have reported that these events provided valuable support for the writing of their Claim.

The ANTF support events are free for aspiring nominees to attend. TEALs will be sent the booking links and are responsible for promoting the events to colleagues.

Institutions that wish to change the contact details for their TEAL should email the team at ntfs@advance-he.ac.uk.

9. Outcomes and publicity

All nominees will be informed of the outcome via email in the week commencing Monday 3 July 2023. The Vice-Chancellor/ Principal/ President (or equivalent) of each nominating institution will also be informed of the outcome at this time. The announcement of 2023 NTFS award holders will be strictly embargoed until Thursday 3 August 2023. While under embargo, successful nominees and their TEALs are permitted to disclose news of their win to relevant members of their HEP's marketing and communications team for planning purposes; these colleagues must then also adhere to the conditions of the embargo. Please direct all queries regarding plans for announcement day to communications@advance-he.ac.uk.

It is a condition of the NTFS competition that award winners, and their nominating institutions, do not share news of their success before this date, in order to maximise publicity. Contravention of this requirement could lead to the award being revoked. The names of the 2023 NTFS award winners will be officially announced on Thursday 3 August 2023 on Advance HE's website and in a press release. Information included in the Nominee Profile Form, and the photographs submitted with the nomination, will be used in publicity materials.

Institutions are welcome to announce and celebrate their winners **from 08:00 (BST) on Thursday 3 August**.

Three landscape, high resolution 1Mb and 300dpi (minimum) images of the nominee are part of the nomination and should be uploaded to the VLE, for use on the Advance HE website and in the ceremony brochure (image quality achievable with most cameras and smartphones). The three photos should be different. In submitting images to Advance HE,

individuals are providing consent for Advance HE to use these images for promotional purposes or publicity. Nominees are also confirming that they are the owner of any intellectual property rights or have appropriate license to share these images with Advance HE and for Advance HE to use the images provided for this purpose.

The NTFS is a competition and thus the Panel's decision is final; no appeals can be made against their decision. The Advance HE complaints process should be used to address any concerns relating to fair treatment in the administration of nominations. In the first instance, if any questions or concerns arise, please email ntfs@advance-he.ac.uk.

Following the publication of the outcome of NTFS 2023, Advance HE will issue individual written feedback to all nominees by the end of August 2023. This timeframe is necessitated by the large volume of NTF nominations received, and the considerable work involved in checking and collating the written feedback from each of the three reviewers for the three NTF criteria. This qualitative feedback from the reviewers should support plans for future development. Reviewer scores and nominee rankings are not released. Nominees' reviewer feedback will be shared with their TEAL, unless they opt out, in order to promote opportunities for institutional success in future NTFS rounds.

10. Award ceremony and briefing event

The 2023 NTFS awards will be presented at a celebratory dinner, to which successful nominees, their personal guest, and their Vice-Chancellor/ Principal/ President (or equivalent) will be invited. The in-person ceremony will be held in Autumn 2023 (date to be confirmed).

Appendix 1: Nomination requirements for nominees and institutions

✓	Task
	<p>Launch of nomination documents on Advance HE VLE The TEAL, and their chosen deputy, should use their institutional VLE Username and Password to access Advance HE's VLE. Contact ntfs@advance-he.ac.uk if there is any problem accessing the VLE, or if there is a change in TEAL.</p>
	<p>TEAL checklist (downloadable from the VLE) <i>For reference only. Submission is no longer required.</i></p>
	<p>Claim (downloadable from the VLE. To be submitted as a PDF file) Should be written and signed (a typewritten name will be accepted) by the nominee only, completed on the downloadable pro-forma, and submitted by the TEAL.</p>
	<p>Statement of Support (downloadable from the VLE. To be submitted as a PDF file) Should be written by a colleague in a senior role at the nominating institution (at the level of DVC/PVC or equivalent) and familiar with the nominee's teaching and learning practice, It should be signed (a scanned/electronic signature is required) by the institution's Vice-Chancellor/ Principal/ President (or equivalent). Statement to be based on the nominee's Claim and submitted by the TEAL.</p>
	<p>Nominee Profile Form (Online Surveys) Should be completed by the nominee using the online form in Online Surveys. At the end of the form the nominee should take note of the completion receipt number and give this to the TEAL for their own records.</p>
	<p>Photos:</p> <ul style="list-style-type: none"> ○ Three different high resolution photographs of 1Mb and 300dpi (minimum) (note that this can be achieved with most smartphones and non-professional cameras) ○ Submitted in JPEG format. ○ All photographs should be in landscape format. ○ The submission of photographs indicates that a HEP has sought nominee agreement for the use of these images by Advance HE.
	<p>Equal Opportunities Monitoring Survey An online Equal Opportunities Monitoring Survey should be completed by the nominee. This data will be used anonymously. The TEAL should confirm this has been completed.</p>
	<p>Submission For each nominee, all documentation should be uploaded via Advance HE's VLE by 12:00 noon (GMT) on Wednesday 8 March 2023 by the TEAL.</p>

Appendix 2: NTFS 2023 Nominee Claim form

Name:	
Institution:	
Section A: Context statement (not scored by reviewers)	
Complete in the first person (i.e. use 'I').	
Section A word count (maximum 300 words)	<i>Enter word count for Section A here</i>
Section B: Claim against the NTFS Award Criteria	
(evidence against each Award Criterion 1-3 scored separately by reviewers)	
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.	
Word count for evidence against Criterion 1 (maximum 1500 words)	<i>Enter word count for Criterion 1 here</i>
Criterion 2: Raising the profile of excellence	
Evidence of supporting colleagues and influencing support for student learning and/or the teaching profession; including demonstrating impact and engagement beyond the nominee's immediate academic or professional role.	

Word count for evidence against Criterion 2 (maximum 1500 words)	<i>Enter word count for Criterion 2 here</i>
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.	
Word count for evidence against Criterion 3 (maximum 1500 words)	<i>Enter word count for Criterion 3 here</i>
Section C: Reference List (not scored by reviewers)	
Nominee signature*: (A typewritten name is acceptable)	
Date:	
By submitting this document, I confirm that: <ul style="list-style-type: none"> • I am not currently a TEAL or Deputy TEAL or a Team Leader for a CATE 2023 nomination • I have read, understood and agree to the Advance HE Privacy Statement. • This Claim is solely my own work. 	

Appendix 3: Statement of Support form

This Statement of Support should be **completed** by a colleague in a senior role (DVC/PVC or equivalent) familiar with the nominee's teaching and learning practice and **signed** by the institution's Vice-Chancellor/ Principal/ President (or equivalent). It is important that the nominee's Claim is read prior to composing this statement as it is most helpful if the Statement of Support aligns well with the claim.

Name of person writing Institutional Statement of Support:	
Position:	
Contact details (work address, email and phone):	
Name of NTF nominee:	
<p>This Statement of Support should:</p> <ul style="list-style-type: none"> ○ endorse the validity of the nominee's Claim for outstanding impact; ○ provide an institutional context within which the nominee has been identified as having outstanding impact and outline any future plans to disseminate their practice; ○ provide any additional supporting information which might be most appropriately expressed by a colleague in a senior role (at the level of DVC/PVC or equivalent) familiar with the nominee's teaching and learning practice. 	
<p><i>Enter Statement of Support here:</i></p>	
Word Count (Max 1000 words):	<i>Enter word count here</i>
<p>Institutional sign off by Vice-Chancellor (or equivalent)</p>	
Name, position and contact email	
Electronic Signature* (*scanned signature and not typewritten)	
Date:	
<p>By signing this document, as Vice-Chancellor or equivalent, I confirm that:</p> <ul style="list-style-type: none"> ● I endorse this nomination and confirm that the internal nomination process which led to the selection of the named NTF nominee was fair, transparent and adhered to our institutional equality, diversity and inclusion policy (or equivalent). ● I have read, understood and agree to the Advance HE Privacy Statement. ● Advance HE may use this form as confirmation of that the institution will fully support the award holder in the conduct of any and all activities associated with the role of a National Teaching Fellow if successful. 	

Appendix 4: NTFS 2023 scoring rubric

Reviewers use the scoring rubric below to ‘score’ each of the three parts to Section B of the nominee’s Claim against each of the three NTFS award criteria (i.e. an overall maximum score of 27 from each of the three reviewers).

	0 points	1-2 points	3-4 points	5-6 points	7-8 points	9 points
Criterion 1: Individual excellence	Evidence is not relevant to demonstrating enhanced student outcomes and/or of positive impact on the HE teaching profession.	Partial evidence of having enhanced student outcomes and/or of positive impact on the HE teaching profession.	Some good evidence of having enhanced student outcomes and/or of positive impact on the HE teaching profession.	Good, with some very good, evidence of having enhanced student outcomes and/or of positive impact in the HE teaching profession.	Very good, with some outstanding, evidence of having a transformative impact on student outcomes and/or the HE teaching profession.	Exceptional evidence of the nominee having a transformative impact on student outcomes and/or the HE teaching profession.
Criterion 2: Raising the profile of excellence	Evidence is not directly related to influence on the development of HE learning and teaching practice and/or practitioners, OR to influence on support for HE student learning.	Partial evidence of influence on the development of HE learning and teaching practice and/or practitioners, including beyond the nominee’s role AND/OR Partial evidence of influence on support for HE student learning.	Some good evidence of influence on the development of HE learning and teaching practice and/or practitioners, including beyond the nominee’s role AND/OR Some good evidence of influence on support for HE student learning.	Good, with some very good, evidence of influence on the development of HE learning and teaching practice and/or practitioners, including beyond the nominee’s role AND/OR Good, with some very good, evidence of influence on support for HE student learning.	Very good, with some outstanding, evidence of influence on the development of HE learning and teaching practice and/or practitioners, including beyond the nominee’s role AND/OR Very good, with some outstanding, evidence of influence on support for HE student learning.	Exceptional evidence of influence on the development of HE learning and teaching practice and/or practitioners, including beyond the nominee’s role AND/OR Exceptional evidence of influence on support for HE student learning.

	0 points	1-2 points	3-4 points	5-6 points	7-8 points	9 points
Criterion 3: Developing excellence	Evidence not related to the nominee's commitment to ongoing professional development and the impact this has made on their own learning and teaching practice or outcomes for students or the practices of peers	Partial evidence of the nominee's commitment to ongoing professional development and the impact this has made on their own learning and teaching practice and outcomes for students and/or the practices of peers	Some good evidence of the nominee's commitment to ongoing professional development and the impact this has made on their own learning and teaching practice and outcomes for students and/or the practices of peers.	Good, with some very good, evidence of the nominee's commitment to ongoing professional development and the impact this has made on their own learning and teaching practice and outcomes for students and/or the practices of peers.	Very good, with some outstanding, evidence of the nominee's commitment to ongoing professional development and the impact this has made on their own learning and teaching practice and outcomes for students and/or the practices of peers.	Exceptional evidence of the nominee's commitment to ongoing professional development and the impact this has made on their own learning and teaching practice and outcomes for students and/or the practices of peers

Appendix 5: NTFS 2023 privacy statement

Schedule 1: Data Protection

This schedule describes how Advance HE collects and use personal information about you when you submit your nomination to us. For the purpose of data protection legislation, including the Data Protection Act 2018 (the “DPA”), Advance HE is the “data controller”. This means that we are responsible for deciding how we hold and use personal information about you. We are required under data protection legislation to notify you of the information contained in this schedule.

Advance HE is a company limited by guarantee incorporated in England and Wales under company number 4931031 and registered as a charity in England under charity number 1101607 and in Scotland under charity number SC043946. Our registered office address is: Advance HE IC 1.25 Innovation Centre Innovation Way York Science Park York YO10 5DG. We can also be contacted by email at data.protection@advance-he.ac.uk.

How we will protect your personal information

Advance HE is committed to holding personal information you provide to us securely.

Where personal information is held electronically, it is held on a computer system that is owned and controlled by Advance HE or such other third party appointed by Advance HE.

To effectively administer the scheme, Advance HE stores the details supplied on this form, and the nomination documentation, in both paper and electronic format. Paper copies are held locally by Advance HE at its offices or securely by our staff, contractors or offsite storage facilities. Sometimes we will make electronic copies of paper documents or type up information from them. These documents or information are then stored on our computer system.

The nomination process is via the Advance HE’s VLE system. All the information that you provide to us will be transmitted to and stored on our secure servers or the servers of such other third party who we may appoint from time to time to host the VLE and/or to store information.

We will only retain your personal information for as long as necessary to fulfil the purposes we collected it for (see “What we use your information for” below).

Successful NTFs: Advance HE will store and process your personal information for the length of time that you are a National Teaching Fellow.

Unsuccessful nominees: To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of your personal data, the purposes for which we process your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements. Advance HE will ensure that our suppliers and selected third parties with whom we share your personal information in accordance with this schedule will delete your personal information once there is no longer a reason for retaining it.

What we use the information contained in this form for:

The situations in which we will process your personal information are listed below:

- + Communicating with you about your nomination;
- + Administration purposes including establishing, amending, closing or renewing user accounts for the VLE;
- + Evaluating and analysing the information provided by you in your forms;
- + Dealing with any queries or complaints in relation to your application for the National Teaching Fellowship Scheme;
- + Generating reports for internal use by us, our staff and the UK Teaching Excellence Awards Advisory panel in relation to your nomination.

Our lawful basis for these activities is based on necessity in order to perform our contract with you (as we commit to you to review and process your nomination).

- + Appointing third party service providers to use your personal data for our purposes (not the purposes of the third party) on our behalf, under our instruction such as support services for use of the VLE, to external peer reviewers as well as to members of the panel as part of the assessment process, to third parties assisting Advance HE to inform future review processes and evaluation activities.
- + Keeping in touch with you to send you details about service information, our products and services, surveys, newsletters, events, courses, seminars and workshops.

Our lawful basis for these activities is the pursuit of our legitimate interests to engage external support to deliver the National Teaching Fellowship Scheme and to raise our profile within the teaching community.

- + Where we wish to use data for other purposes, we may anonymise your information so that it cannot be linked to you. In that case, it will cease to be personal data and we may use the anonymised data for any purpose.

Sharing your information:

We may pass your information on to the following third parties and/or internal teams or departments at Advance HE and for the following purposes:

- + Your employer for the purposes of networking and professional development;
- + Our suppliers who provide services on our behalf such as IT providers who own, manage or provide support for the computers or systems we use and our suppliers who provide the VLE or other software;
- + Our staff or individuals that we appoint to review your nomination and other information that you provide in your nomination documentation. Partner organisations we may use to deliver the National Teaching Fellowship Scheme and the award ceremony;
- + Partner organisations we may use to deliver the National Teaching Fellowship Scheme and the award ceremony.

We may sometimes be obliged to disclose your personal information by law such as by a regulator with appropriate power, or court order. In addition, information held by or for public bodies can be subject to freedom of information requests.

Your duty to inform us of changes:

It is important that the personal information we hold about you is accurate and current. Please keep us informed if your personal information changes during your working relationship with us.

Your rights in connection with personal information:

Under certain circumstances, by law you have the right to:

- + Request access to your personal information (commonly known as a “data subject access request”). This enables you to receive a copy of the personal information we hold about you and to check that we are lawfully processing it.
- + Request correction of the personal information that we hold about you. This enables you to have any incomplete or inaccurate information we hold about you corrected.
- + Request erasure of your personal information. This enables you to ask us to delete or remove personal information where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove your personal information where you have exercised your right to object to processing (see below).
- + Object to processing of your personal information where we are relying on a legitimate interest (or those of a third party) and there is something about your particular situation which makes you want to object to processing on this ground.
- + Request the restriction of processing of your personal information. This enables you to ask us to suspend the processing of personal information about you, for example if you want us to establish its accuracy or the reason for processing it.
- + Request the transfer of your personal information to another party.

If you want to review, verify, correct or request erasure of your personal information, object to the processing of your personal data, or request that we transfer a copy of your personal information to another party, please contact the Teaching Excellence Awards Team in writing.

No fee usually required:

You will not have to pay a fee to access your personal information (or to exercise any of the other rights). However, we may charge a reasonable fee if your request for access is clearly unfounded or excessive. Alternatively, we may refuse to comply with the request in such circumstances.

What we may need from you:

We may need to request specific information from you to help us confirm your identity and ensure your right to access the information (or to exercise any of your other rights). This is another appropriate security measure to ensure that personal information is not disclosed to any person who has no right to receive it.

You have the right to complain to the [Information Commissioner's Office](#) if you have any concerns in respect of the handling of your personal information by Advance HE.



Contact us

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 **in**  **f** @AdvanceHE

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