



# National Teaching Fellowship Scheme (NTFS) 2022

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 4 Oct 2021	<p><b>Call for nominations opens</b></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 9 March 2022	<p><b>Nominations close</b></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 11 July 2022	<p><b>Individual outcomes released</b></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 4 August 2022.</p>
Thursday 4 August 2022	<p><b>Official announcement released</b></p> <p>Advance HE releases the official announcement of 2022 National Teaching Fellows.</p>
Autumn 2022	<p><b>Awards Ceremony</b></p> <p>The Awards Ceremony will be held in Autumn 2022 (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 2022 NTFS award round.

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## 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.

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 2022 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 application in the week commencing Monday 11 July 2022. Successful nominees will be invited to attend a celebratory event in Autumn 2022, 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 at <https://www.advance-he.ac.uk/awards/teaching-excellence-awards/national-teaching-fellowship>

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 2022

- + Guidance has been updated to reflect the use of the term **Teaching Excellence Awards Lead (TEAL)** which has replaced the term Institutional Contact (IC) to avoid confusion with other Advance HE key contacts in institutions. TEALs are provided with a TEAL handbook (new for 2022) to support their role and use of the Advance HE VLE, where nominations are submitted;
- + Advance HE has removed the requirement for nominees to hold HEA fellowship, to promote the inclusion of a wide range of HE individuals. However, data on fellowship status will still be captured for reporting purposes;
- + The previous ‘Scoring Profiles’ have been removed to avoid confusion, since ‘Scoring Rubrics’ (Appendix 4) are the assessment criteria applied in the review process;
- + A number of minor revisions have been made to wording throughout.

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## 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 contracted to HEPs in the UK, are eligible to be nominated.

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 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); a checklist is included for the TEAL to confirm that all documents have been submitted for each nominee. Documents should be uploaded to Advance HE's Virtual Learning Environment ([VLE](#)) and forms and surveys completed online through Advance HE [Online Surveys](#).

### Nomination documents comprise the following:

- **TEAL Checklist:** a form to be downloaded from the Advance HE VLE, completed and uploaded for each nominee, to confirm that all the nomination documents have been submitted and checked by the TEAL; see Appendix 1 - Welsh Version available on Advance HE website from mid-October 2022.
- **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;
- **Signed Statement of Support:** a statement providing endorsement and institutional perspective to support the Claim, and signed by the institution's Vice-Chancellor (or equivalent), using the downloadable pro-forma (maximum 1000 words); see Appendix 3 – Welsh version available;
- **Nominee Profile Form:** an online form completed by the nominee and available [here](#). 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. At the end of the form, the nominee should take note of the unique reference number and give this to the TEAL for inclusion on their checklist. Examples of previous personal profiles can be found [here](#), for reference;
- **Photos:** three different high resolution photographs of 1Mb and 300dpi (minimum) in JPEG format (note that this can be achieved with most smartphones and non-professional cameras). 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 and available [here](#). These 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 or diagrams, 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, pictures and logos:** these will not be taken into consideration in the review process and therefore should be avoided.
- **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 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 and is available [here](#). The survey should be completed by the nominee and not the TEAL. Nevertheless, **the TEAL should check that each nominee has 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 2022.

**All nomination documents must be uploaded by 12:00 (GMT) on Wednesday 9 March 2022.** 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](mailto:ntfs@advance-he.ac.uk) by 12:00 (GMT) on Wednesday 16 March 2022. If the TEAL has not received this confirmation from Advance HE by 12:00 (GMT) on Wednesday 16 March then we advise that they should contact Advance HE, to check receipt, by email at [ntfs@advance-he.ac.uk](mailto:ntfs@advance-he.ac.uk) before a final deadline of 12:00 (GMT) on Friday 18 March 2022.

## 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; 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 his/her 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 a previous institution(s), work in the wider sector and/or industry/sector bodies, this should also be explained in the Context Statement. Nominees should make clear the nature of their teaching and learning practice (e.g. types of learners, discipline/specialist area, brief outline of scope and scale of 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 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/ 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/professional service contexts to offer an illustration of the type of information that reviewers find particularly helpful:

<p>The University of Farnham's academic provision is structured into five colleges, online learning (FUOL) and the Centre for Film and Television Production. Professional Services are organised as The Registry, IT Services and Academic and Student Experience. I have worked within the Academic and Student Experience Portfolio, led by the Provost, since October 2016. Previously, I was the Head of Teacher Education in the University's Institute of Education; my role encompassed all provision of teacher education from Early Years, to Primary, Secondary and Further Education. During my tenure as BEd Programme Leader I was invited to work on the review of the Primary Curriculum and I worked with the Qualifications and Curriculum Authority for 20 months before returning to the University.</p>
<p>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 2003. 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). In 2008 I was invited by the Director of the Centre for L&amp;T to apply for Learning and Teaching Consultant/PL post at Heworth University. I joined The University of Blandford (2010) as Head of Academic Staff Development (ASD) wishing to broaden my experiences of institutions' cultures and assume a more strategic role. Later (2012) I made a deliberate decision to return to a practitioner/student-focussed role leading the probationary academics' initial professional development course.</p>
<p>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.</p> <p>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. Graduates of the course regularly find successful careers in the creative community. Recent graduates have exhibited work during the prestigious 2019 London Printmaking Festival.</p>

I have been a Lecturer in Statistics, in the School of Mathematics, Statistics and Computing at Ensbury University, since June 2000. 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 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 professional 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;
- + 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 some of the following (but not limited to), 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.
  - o recognised achievements such as awards, accreditations, funding successes, external partnerships, etc.

- quantitative data to indicate the scale, reach and impact of the nominee's work;
- + when selecting appropriate evidence, nominees should consider:
  - 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;
  - 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;
  - balance of evidence across the three award criteria.

The decision about 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. Nominee 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 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.

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### **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; 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 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.

### **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;
- + specific contributions to enable significant improvements in students' outcomes and/or experience.

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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 15 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 from 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 applications. 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. The Statement of Support 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 Vice-Chancellor/ Principal/ President (or equivalent). For example, a perspective on the strategic importance of the nominee's work and/or change arising as a result of their actions.

The Statement of Support should be completed using the downloadable form available on the Advance HE VLE. The statement must be signed by the institution's Vice-Chancellor/ Principal/ President (or equivalent).

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It is recommended that the nominee's Claim for a National Teaching Fellowship is read prior to composing the institution's Statement of Support. 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;
- + provide any additional supporting information which might be most appropriately expressed by the Vice-Chancellor/ Principal/ President (or equivalent) rather than the nominee;
- + provide the name, job title and signature of the Vice-Chancellor/ Principal/ President (or equivalent).

The VC or equivalent is welcome to nominate a senior leader (such as Deputy or Pro-Vice Chancellor) to complete the statement on their behalf (please contact [ntfs@advance-he.ac.uk](mailto:ntfs@advance-he.ac.uk) to confirm the arrangement).

## 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 2022, Advance HE will allocate all nominations to three reviewers, avoiding any conflicts of interest. The reviewers score each of the three criterion 0-5. 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](mailto:ntfs@advance-he.ac.uk).

## 9. Outcomes and publicity

All nominees will be informed of the outcome via email in the week commencing Monday 11 July 2022. The Vice-Chancellor/ Principal/ President (or equivalent) of each nominating institution will also be informed of the outcome at this time. The announcement of 2022 NTFS award holders will be strictly embargoed until Thursday 4 August 2022. It is a condition of the NTFS competition that award winners 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 2022 NTFS award winners will be officially announced on Thursday 4 August 2022 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 4 August.

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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](mailto:ntfs@advance-he.ac.uk).

Following the publication of the outcome of NTFS 2022, Advance HE will issue individual written feedback to all nominees by the end of August 2022. This timeframe is necessitated by the large volume of NTF applications 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 2022 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. All new National Teaching Fellows will also be invited to a briefing and networking event on the day of the award ceremony. The briefing and the ceremony will be held in Autumn 2022 (date to be confirmed).

## Appendix 1: Nomination requirements for nominees and institutions (TEAL Checklist)

✓	Task
	<p><b>Launch of nomination documents on Advance HE VLE</b> From 4 October 2022 onwards, the TEAL and their chosen deputy will receive an email from <a href="mailto:nfts@advance-he.ac.uk">nfts@advance-he.ac.uk</a> containing an institutional VLE Username and Password to access Advance HE's VLE. Contact <a href="mailto:nfts@advance-he.ac.uk">nfts@advance-he.ac.uk</a> if this is not received, or if there is a change in TEAL..</p>
	<p><b>TEAL checklist (downloadable from the VLE. To be submitted as a pdf file)</b> One checklist per nominee should be completed and signed by the TEAL to confirm that all documents and forms have been checked and/or submitted.</p>
	<p><b>Claim (downloadable from the VLE. To be submitted as a Word file)</b> Should be written and signed by the nominee only, completed on the downloadable pro-forma, and submitted by the TEAL.</p>
	<p><b>Statement of Support (downloadable from the VLE. To be submitted as a pdf file)</b> Should be written and signed by the institution's Vice-Chancellor/ Principal/ President (or equivalent), based on the nominee's Claim and submitted by the TEAL.</p>
	<p><b>Nominee Profile Form (Online Surveys)</b> Should be completed by the nominee using the online form in <a href="#">Online Surveys</a>. At the end of the form the nominee should take note of the unique reference number and give this to the TEAL for inclusion on their checklist.</p>
	<p><b>Photos</b> Three high resolution 1Mb and 300dpi (minimum) images of the nominee should be uploaded to the VLE for use on Advance HE website and in the ceremony brochure (image quality achievable on most cameras and smartphones). The three photos should be different and landscape in format.</p>
	<p><b>Equal Opportunities Monitoring Survey (online, <a href="#">via this link</a>).</b> An online Equal Opportunities Monitoring Survey should be completed by the nominee. These data will be used anonymously. The TEAL should confirm this has been completed.</p>
	<p><b>Submission</b> For each nominee, all documentation should be uploaded via Advance HE's <a href="#">VLE</a> by <b>12:00 (GMT) on Wednesday 9 March 2022</b> by the TEAL.</p>

## Appendix 2: NTFS 2022 Nominee Claim form

<b>Name:</b>	
<b>Institution:</b>	
<b>Section A: Context statement (not scored by reviewers)</b>	
Complete in the first person (use 'I').	
Section A word count (maximum 300 words)	<i>Enter word count for Section A here</i>
<b>Section B: Claim against the NTFS Award Criteria</b>	
<b>(evidence against each Award Criterion 1-3 scored separately by reviewers)</b>	
<b>Criterion 1: Individual excellence</b>	
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>
<b>Criterion 2: Raising the profile of excellence</b>	
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.	

Word count for evidence against Criterion 2 (maximum 1500 words)	<i>Enter word count for Criterion 2 here</i>
<b>Criterion 3: Developing excellence</b> 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>
<b>Section C: Reference List (not scored by reviewers)</b>	
<b>Nominee signature*:</b> (*electronic signatures are accepted)	
<b>Date:</b>	
By signing this document, I confirm that: <ul style="list-style-type: none"> <li>• I have read, understood and agree to the Advance HE Privacy Statement.</li> <li>• This claim is solely my own work.</li> </ul>	

## Appendix 3: Statement of Support form

This Statement of Support should be completed 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.

<b>Name:</b>		
<b>Position:</b>		
<b>Contact Address:</b>		
	<b>Post Code:</b>	
<b>Work Telephone:</b>		
<b>Email:</b>		
<b>Name of NTF nominee:</b>		
<p><b>This Statement of Support should:</b></p> <ul style="list-style-type: none"> <li>○ endorse the validity of the nominee's Claim for outstanding impact;</li> <li>○ provide an institutional context within which the nominee has been identified as having outstanding impact and outline any future plans to disseminate their practice;</li> <li>○ 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;</li> <li>○ provide any additional supporting information which might be most appropriately expressed by the Vice-Chancellor/ Principal/ President (or equivalent) rather than the nominee.</li> </ul>		
<b>Word Count (Max 1000 words):</b>	<i>Enter word count here</i>	
<b>Signature*:</b> (*electronic signatures are accepted)		
<b>Date:</b>		
<p>By signing this document, I confirm that:</p> <ul style="list-style-type: none"> <li>● I have read, understood and agree to the Advance HE Privacy Statement.</li> <li>● The internal nomination process which led to the selection of the named NTFS nominee was fair, transparent and adhered to our institutional equality, diversity and inclusion policy (or equivalent).</li> <li>● 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.</li> </ul>		

## Appendix 4: NTFS 2022 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 15 from each of the three reviewers):

	5 points	4 points	3 points	2 points	1 point	0 point
<b>Overall</b>	<b>The nominee provides outstanding evidence of their impact on student outcomes and/or the teaching profession, commensurate with their context</b>	<b>The nominee provides very good evidence of their impact on student outcomes and/or the teaching profession, commensurate with their context</b>	<b>The nominee provides good evidence of their impact on student outcomes and/or the teaching profession, commensurate with their context</b>	<b>The nominee provides satisfactory evidence of their impact on student outcomes and/or the teaching profession, commensurate with their context</b>	<b>The nominee provides limited evidence of their impact on student outcomes and/or the teaching profession, commensurate with their context</b>	<b>The nominee provides weak/no evidence of their impact on student outcomes and/or the teaching profession, commensurate with their context</b>
<b>Criterion 1: Individual excellence</b>	<ul style="list-style-type: none"> <li>+ outstanding evidence of having enhanced student outcomes and/or the teaching profession</li> <li>+ fully demonstrates having a transformative impact on students and teaching</li> </ul>	<ul style="list-style-type: none"> <li>+ very good evidence of having enhanced student outcomes and/or the teaching profession</li> <li>+ clearly demonstrates having a transformative impact on students and teaching</li> </ul>	<ul style="list-style-type: none"> <li>+ good evidence of having enhanced student outcomes and/or the teaching profession</li> <li>+ demonstrates having a transformative impact on students and teaching</li> </ul>	<ul style="list-style-type: none"> <li>+ satisfactory evidence of having enhanced student outcomes and/or the teaching profession</li> <li>+ partially demonstrates having a transformative impact on students and/or teaching</li> </ul>	<ul style="list-style-type: none"> <li>+ limited evidence of having enhanced student outcomes and/or the teaching profession</li> <li>+ rarely demonstrates having a transformative impact on students and/or teaching</li> </ul>	<ul style="list-style-type: none"> <li>+ weak/no evidence of having enhanced student outcomes and/or the teaching profession</li> <li>+ fails to demonstrate having a transformative impact on students or teaching</li> </ul>

	5 points	4 points	3 points	2 points	1 point	0 point
<b>Criterion 2:</b> Raising the profile of excellence	<ul style="list-style-type: none"> <li>+ outstanding evidence of having supported colleagues, going beyond the nominee's academic or professional role</li> <li>+ fully demonstrates the impact of influencing support for student learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>+ very good evidence of having supported colleagues, going beyond the nominee's academic or professional role</li> <li>+ clearly demonstrates the impact of influencing support for student learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>+ good evidence of having supported colleagues, going beyond the nominee's academic or professional role</li> <li>+ demonstrates the impact of influencing support for student learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>+ satisfactory evidence of having supported colleagues, going beyond the nominee's academic or professional role</li> <li>+ partially demonstrates the impact of influencing support for student learning and/or teaching</li> </ul>	<ul style="list-style-type: none"> <li>+ limited evidence of having supported colleagues, going beyond the nominee's academic or professional role</li> <li>+ rarely demonstrates the impact of influencing support for student learning and/or teaching</li> </ul>	<ul style="list-style-type: none"> <li>+ weak/no evidence of having supported colleagues within or beyond the nominee's academic/professional role</li> <li>+ fails to demonstrate the impact of influencing support for student learning or teaching</li> </ul>
<b>Criterion 3:</b> Developing excellence	<ul style="list-style-type: none"> <li>+ outstanding evidence of the nominee's commitment to ongoing professional development</li> <li>+ fully demonstrates the impact of ongoing professional development on student outcomes and teaching</li> </ul>	<ul style="list-style-type: none"> <li>+ very good evidence of the nominee's commitment to ongoing professional development</li> <li>+ clearly demonstrates the impact of ongoing professional development on student outcomes and teaching</li> </ul>	<ul style="list-style-type: none"> <li>+ good evidence of the nominee's commitment to ongoing professional development</li> <li>+ demonstrates the impact of ongoing professional development on student outcomes and teaching</li> </ul>	<ul style="list-style-type: none"> <li>+ satisfactory evidence of the nominee's commitment to ongoing professional development</li> <li>+ partially demonstrates the impact of ongoing professional development on student outcomes and/or teaching</li> </ul>	<ul style="list-style-type: none"> <li>+ limited evidence of the nominee's commitment to ongoing professional development</li> <li>+ rarely demonstrates the impact of ongoing professional development on student outcomes and/or teaching</li> </ul>	<ul style="list-style-type: none"> <li>+ weak/no evidence of the nominee's commitment to ongoing professional development</li> <li>+ fails to demonstrate the impact of ongoing professional development on student outcomes or teaching</li> </ul>

## Appendix 5: NTFS 2022 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: Innovation Way, York Science Park, York YO10 5BR. We can also be contacted by email at [data.protection@advance-he.ac.uk](mailto:data.protection@advance-he.ac.uk) or by phone on (01904) 717500.

### 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 necessity 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 our 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 (<http://www.ico.gov.uk>) if you have any concerns in respect of the handling of your personal information by Advance HE.



## Contact us

+44 (0) 3300 416201

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 **in**  @AdvanceHE

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