



Collaborative Award for Teaching Excellence (CATE) 2023

Guidance for Reviewers

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1. Deadline and Assessment Schedule

The timetable for the review process is as follows:

Date	Milestone
Monday 3 October 2022	<p>Call for nominations opens All CATE forms and guidelines released. Teaching Excellence Awards Leads (TEALs) in institutions will receive access to Advance HE's VLE from this date.</p>
February 2023	<p>CATE 2023 Reviewer training</p> <ul style="list-style-type: none"> ○ The main moderation exercise will be released in January 2023, with live webinars held in February 2023 (dates tbc); reviewers will need to have completed the exercise to attend a webinar. ○ Due to a significant change in the way that the CATE is scored from 2023, reviewers <u>not</u> normally due to train in 2023 (i.e. those who completed 2022 training) will need to complete a short, supplementary training on the new scoring system in order to review in 2023 (details tbc).
Wednesday 15 March 2023	Nominations close at 12.00 noon (GMT).
w/c 20 March 2023	Reviewers will be informed of the (approximately six) Claims that they have been randomly assigned to review, and are asked to please respond by return, but at latest by Friday 24 March 2023 with any conflicts of interest.
w/c 27 March 2023	Reviewers will be given access to their allocated claims on the VLE.
w/c 27 March 2023 – w/c 17 April 2023	Reviewers are encouraged to contact the Teaching Excellence Awards Team (cate@advance-he.ac.uk) if they have queries about the claims they are reviewing.
Monday 24 April 2023	Please submit all scores and feedback by 10:00 (BST) on Monday 24 April 2023.
Tuesday 2 May – 16 May 2023	4th review period.

May 2023	Reviewer Debrief Session (optional); date tbc.
w/c 25 September 2023	Reviewers will receive feedback on the 2023 CATE cycle.

Overview for 2023 CATE Reviewers

The below overview provides information on the key duties and dates for 2023 CATE Reviewers. Full details can be found in the main body of the Guidance Document.

Key information for 2023 CATE Reviewers:

Reviewer Eligibility – From 2023 we ask that, in order to be eligible to participate, CATE reviewers:

- are not members of a CATE nominated team in 2023;
 - either, have Senior or Principal Fellowship (or equivalent senior experience of a range of learning and teaching contexts in Higher Education – please contact the Awards Team to discuss);
 - or, are previous winners of NTFS, or winning CATE Team Leaders or Deputy Team Leaders;
 - are able to commit to and complete the full reviewer moderation training exercise and webinar held in Jan-Feb 2023 (if required); or to complete the short supplementary training on the new 0-9 scoring system (if CATE reviewer training was completed in 2022);
 - are able to commit to reviewing approximately six CATE claims between **w/c 27 March 2023 – w/c 24 April 2023**;
 - are able to supply a personal telephone number, should the Teaching Excellence Awards Team need to contact them if need arises during the review period.
- + Reviewer Training – CATE reviewers are expected to complete a moderation training exercise at least every two years, but we also welcome those who chose to do so annually. If you are a new reviewer for 2023, or last completed training before 2022, you are required to undertake full training in 2023 in order to participate as a reviewer. If you need to complete full reviewer training this year, you will receive details of the moderation exercise in January 2023. If you have any questions regarding training, please contact the Awards Team at cate@advance-he.ac.uk.
- + Change to CATE Scoring - From 2023, CATE Claims will be scored using a 0-9 scoring system. Due to this substantial change, reviewers who completed training in 2022 will need to complete short, supplementary training focused on the new scoring system in order to be eligible to review in 2023. Details of this will follow later in Autumn 2022.
- + Allocation of CATE Claims - Reviewers for CATE 2023 will be randomly allocated approximately six Claims to **review from w/c 27 March 2023**. Reviewers will be informed of their initial Claims allocation the week before (w/c 20 March 2023) and are asked to **respond by return, but at latest, Friday 24 March 2023 with any conflicts of interest**.

Fourth reviewers will receive their allocation from **Tuesday 2 May 2023**.

- + Accessing CATE Claims - Reviewers will gain access to their allocated claims, and submit their feedback and scores via the link, on Advance HE's [VLE](#) system. Reviewers will require a personal username and password to log into the system. If you are using the VLE for the first time, or you are unsure of your login details, please contact the Awards Team at cate@advance-he.ac.uk and we will send login details to you.
- + The Review Period - Reviewers will be able to access their claims in the VLE from Monday 27 March 2023. Please contact the Teaching Excellence Awards team for advice if you have any queries about the claims you are reviewing; please note that the Advance HE office will be closed on 7 & 10 April for Easter Bank Holidays. **Please submit all scores and feedback by the final deadline of 10:00 (BST) on Monday 24 April 2023.** Fourth review activity will then take place from **Tuesday 2 May 2023**.
- + Reviewing Claims - Sections 3-8 in the main body of this document provide full and detailed information on the award criteria, preparing to review, identifying evidence, assigning scores and composing feedback. Appendix 1 provides the 2023 CATE Scoring Rubric to be applied in your scoring. It is essential that reviewers familiarise themselves with this information each year; particularly the guidance around Reach, Value and Impact in Section 7.1 (page 15).
- + Outcomes – all nominated teams will receive copies of their written feedback, but not the numerical scores assigned to their nomination, in mid-August 2023. Reviewers will receive feedback on the 2023 cycle by **end September 2023**.
- + Confidentiality - reviewers are reminded that nominated team Claims are allocated on the condition of strict confidentiality and reviewers are not permitted to share information pertaining to them outside the review process as set out in this document

Please contact us with any queries at cate@advance-he.ac.uk.

2. Introduction

These guidelines are for peer reviewers for the Collaborative Award for Teaching Excellence (CATE) 2023. This guidance document provides detailed information about the judging of CATE nominations to guide and assist you in the process of reviewing, scoring and providing feedback.

The purpose of the Collaborative Award for Teaching Excellence (CATE) is to recognise and celebrate collaborative work that has had a demonstrable impact on teaching and learning. Introduced in 2016, the scheme highlights the key role that teamwork plays in higher education. Each award will recognise a team which has enabled a change in practice. Up to 15 teams will be selected to receive the award in 2023.

All UK Advance HE member institutions are eligible to enter one team that **teaches and/or supports learning in Higher Education (HE)**. Teams selected to enter the CATE are called **'nominated teams'** as their institution has chosen to put them forward for an award via a **'nomination'**.

The CATE scheme is organised and run by Advance HE. Advance HE was formed in March 2018, following the merger of the Equality Challenge Unit, the Higher Education Academy and the Leadership Foundation for Higher Education. Advance HE continues the work of the former Higher Education Academy (HEA) in organising and running the CATE scheme.

Peer review is an essential part of the CATE selection process. Advance HE and the UK Teaching Excellence Awards Advisory Panel ("the Panel") rely on the reviewers' assessment to enable them to recommend who will be selected as winners of the Award, and we are very grateful indeed for the professional time, energy and expertise that you contribute to the success of the CATE award scheme. The feedback that reviewers provide is also a very important part of the process for nominated teams as it is used to direct future development.

Advance HE uses its virtual learning environment (VLE) for the review process. You will use the VLE to access the documents and to submit your scores and feedback via the link provided.

This 2023 guidance has been updated in a number of areas - these are outlined in Section 2.1 below. The full guidance for nominated teams and institutions is also available on our [website](#).

We hope you find the review process straightforward and will enjoy reviewing the Claims you are allocated. If you do have further questions or queries during the process of reviewing, please contact the Teaching Excellence Awards Team by email at cate@advance-he.ac.uk.

Please note: If you are part of a nominated team in 2023, you cannot be a reviewer for CATE in 2023.

2.1 New for 2023

Changes to CATE Scoring System

- + From 2023, CATE will be scored using a 0-9 scoring system. This change has been introduced with the support of the Teaching Excellence Awards Advisory Panel as a way of allowing reviewers to make finer distinctions between many excellent claims in a highly competitive context. Please see the updated 2023 scoring rubric (p.26) for full details.

- + Due to the significance of this change in the review process, if not choosing to take part in the full 2023 training, reviewers who completed training in 2022 will need to complete short, supplementary training focused on the new scoring system in order to be eligible to review in 2023 (details to follow later after the Call for Reviewers in Autumn 2022).
- + New reviewers, and experienced reviewers due to be trained in 2023, will receive full training on the 0-9 scoring system as part of the full reviewer moderation training exercise and training webinar in Jan-Feb 2023.

Update to nomination documents

- + From 2023, the word count for CATE claims has been increased to **4500** words across both of the criteria. There is no set word count for either criterion individually. Both criteria are equally weighted and nominated teams have been encouraged to split the word count roughly equally across the two criteria.
- + From 2023, nominated teams' institutional Statements of Support will now be completed by a colleague in a senior position at the nominating institution (at the level of DVC/PVC or equivalent), and signed-off by the institution's Vice-Chancellor (or equivalent). This change has been brought in to ensure that the Statements of Support are composed by a colleague working at a senior level who is familiar with the team's work.

Other Information

- + Nominated teams should not include hyperlinks to other evidence in their claim. If nominated teams, in error, include hyperlinks in Section B, please do not follow the hyperlinks. Any hyperlinked information would be considered additional evidence that should not be reviewed.
- + **Institutions continue to nominate a Core Team of limited size in 2023:** As in 2022, CATE Teams are now asked to nominate a core team of 3-15 members. (See Section 2.2 below for further information).
- + A number of minor changes have been made to the wording throughout.

2.2 Definition of a 'Core Team'

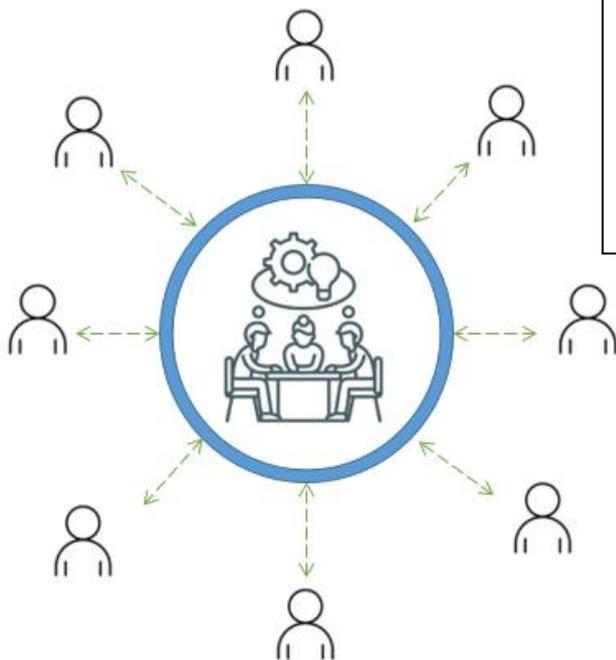
A limit on the size of the nominated team was introduced in the 2022 Awards cycle. Nominations are now for a **core team of normally 3-15 members**.

In understanding how a 'core team' is defined for the purposes of the CATE scheme, it might help reviewers to consider a 'core' team as the originators/initiators of perhaps a wider group's work. There may be a larger 'extended team' who engage with the work of the core team and will be part of the evolution of the core team's work. There is often a flow between these two groups as the work develops, and the members of this extended group will influence the ongoing work of the core team. Core team members may be drawn across disciplines/ professional teams/ students/ external groups, etc., and all career stages; i.e. not related to seniority or status of members' job roles. It is expected that core teams will differ widely, reflecting the diversity of work within UK higher education and the unique context of each team; there is also no expectation that there will be an extended group/ team engaged with the work of the core team. There are many different ways of evidencing each of the two award criteria,

as appropriate to the nature of the nominated team’s work, and reviewers will apply these criteria in turn to the unique Claim made by each nominated team.

In demonstrating the depth of collaboration between team members to provide strong evidence against CATE Award Criterion 1, teams have been advised to focus the depth of collaboration on the interaction of the core team members, in order to fully articulate the key principles of collaboration as set out in the diagram by Spencer (page 16). The work of an extended group is likely to form part of the evidence across the Claim, to demonstrate Reach, Value and Impact.

To illustrate further for reviewers what is meant by a core team and extended group/team (but not to set an expectation that a nominated team will conform to this model), the diagram below outlines a possible example of the interaction between the core team and an extended group, with identification of some possible features of each:



Core team
 Distinct group of, typically, 3-15 members.
 Establishes the team and holds responsibility for its outcomes.
 Characterised by creative input, deep collaboration, developing concepts, ideas and taking responsibility for key decisions.
 Distinct roles and expertise within the core team **might include for example** (but this will vary depending on the team’s work): Team Leader, Deputy Team Leader, Student Representative, and External Partner.

Extended group
 Individuals dispersed across an institution (and/or externally) enacting the interventions/activities originating from the core team.
 Participation may be characterised as a temporary alliance or growing engagement.
 Possible for core team and extended group members to work closely for delivery in order for ideas to flow both ways leading to continued evolution of the team’s work.

3. Preparation for Review

Training for reviewers is offered annually and reviewers wishing to continue to support the CATE award are required to participate in a moderation exercise and training at least every 2 years. The training cycle is intended to support consistency and ongoing development of the award, provide opportunities for new reviewers, and (as long as training capacity allows) provide an opportunity for experienced reviewers to refresh their skills and understanding. We hope that you find this to be useful development.

In 2023, Advance HE will send nominations to a selection of peer reviewers who have successfully completed a moderation exercise and attended one of the online CATE reviewer webinar sessions in 2023, or who last trained in 2022 and completed supplementary training relating to the new scoring system in 2023 (see Section 2.1 above).

As part of the ongoing development of the scheme, new reviewers will be recruited in 2023 to work alongside some of those who reviewed in 2022. If you completed the moderation exercise in 2022 and attended the webinar, you are still welcome to participate in the 2023 moderation exercise, but are not required to do so (though please see the notes above about the supplementary training relating to the new scoring system that will be required for 2023). These reviewers should note the other changes to the guidance identified in Section 2.1 above.

It will therefore be understood that all reviewers are familiar with the CATE nomination requirements and format, the two CATE Award criteria, and the new 2023 Scoring Rubric (Appendix 1, Table 4) that you will apply during the review process. All information relating to the review process has been included in this document but **you are encouraged to also read the 'CATE 2023 Guidance for institutions and nominated teams'**, which supports individuals to develop their nomination. This can be found on the Advance HE [website](#).

4. Nomination Documents

Nominations consist of a series of documents and online forms; in addition to the nominated team's Claim and Institutional Statement of Support, each document/form has a specific purpose, e.g. equal opportunities monitoring, publicity for Award winners, a checklist for Teaching Excellence Award Leads (TEALs), etc.

4.1 Parts of the nomination for review

As a reviewer, you will only receive the following documents for review:

- **Nominated Team Claim**
- **Statement of Support**

In 2023 the Nominated Team Claim has 3 sections (A-C):

- + Section A: Part 1 – Core Team Composition (free word count); Part 2 - Context Statement (maximum 300 words);
- + Section B: Claim against the CATE Award Criteria (maximum **4500**) words across both criteria);
- + Section C: Reference List.

Only Section B of the Nominated Team Claim, containing evidence against each of the two CATE award criteria, is scored by reviewers.

Section A (“Core Team Composition” and “Context Statement”) and Section C (“Reference List”) provide added information to help you review the Claim, but should not be scored.

4.2 Section A: Part 1 – Core Team Composition

The ‘Core Team Composition’ provides a dedicated space, outside of the main Claim in Section B, for teams to provide a concise overview of the composition of their core team. Here they can assist reviewers by identifying the key individuals and positions held by each within the team. Reviewers do not score the Core Team Composition.

4.3 Section A: Part 2 – Context Statement

There will be considerable variation between nominated teams, reflecting differences in the constitution, context and work of the team. The Context Statement (up to 300 words), is at the beginning of the team’s Claim and will not be scored by reviewers. Nominated teams are advised to use this section to articulate the context, setting, field and/or area of work within which the team is operating. Further guidance, including short examples, on what to include in the Context Statement has been provided for nominated teams in Section 5.3 of the ‘CATE 2023 Guidance for institutions and nominated teams’.

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 two CATE award criteria. Teams are likely to use the Context Statement to explain the context of their institution and team. If the narrative in Section B of the Claim draws on evidence from work across different institutions/in the wider sector and/or industry/sector bodies, teams will also explain this in the Context Statement. Teams are likely to make clear the nature of their practice e.g. types of learners (whether they are students or colleagues, for example), discipline/specialist area and brief outline of the scope and scale of practice.

The Context Statement should not be used to provide information that would add evidence of impact to the nominated team’s narrative set out in Section B of the Claim.

4.4 Section B: Claim against the CATE award criteria

Nominated teams use Section B of the Claim to set out the evidence of the reach, value and impact of their practice against the two CATE 2023 award criteria in turn. The two parts of Section B must not exceed **4500** words. As a reviewer, you will ‘score’ each of the two parts separately. Please refer to Sections 7 and 8 below for further information.

4.5 Section C: Reference List

The Reference List is not 'scored' by reviewers. The purpose of the list is to allow reviewers to find sources and to provide appropriate credit to an author who has inspired any areas of the team's work that are evidenced within Section B of the Claim. It should only include material, which has been cited in Section B. If nominated teams, in error, include hyperlinks in Section B, please do not follow the hyperlinks. Any hyperlinked information would be considered additional evidence that should not be reviewed. The only evidence which reviewers should consider is that discussed in Section B.

Though a word limit is not set for the Reference List, the guidance for nominated teams suggests that if a nominated team's Reference List has more than approximately 20, or less than 2 references, it is likely to be out of kilter with successful nominations. A long list of references is not evidence in itself for either of the CATE criteria. As reviewers are not asked to score the Reference List, there should be no advantage or disadvantage to the nominated team for the number of references they include. The list should not include any citations not directly referred to within the evidence provided in Section B of the Claim. Further guidance for nominated teams on how to use the Reference List has been included in Section 5.5 of the 'CATE 2023 Guidance for institutions and nominated teams'.

4.6 Statement of Support

From 2023, the Statement of Support is to be composed by a colleague of the nominated team working in a senior role (at the level of DVC/PVC or equivalent) at the nominating institution, who is familiar with the team's teaching and learning practice. It should then be signed-off by the institution's Vice-Chancellor (or equivalent) for the purpose of formal institutional endorsement (maximum 1000 words). The Statement of Support's purpose is to endorse the Claim made by the nominated team and frame the reach, value and impact of the nominated team's practice from an institutional perspective.

The Statement of Support should not be seen as a source of supplementary (or new) evidence; the core aspects of the nominated team's Claim, and evidence for these aspects, should be within Section B of the Claim. The Statement of Support should:

- + endorse the validity of the nominated team's Claim for outstanding impact;
- + provide an institutional context within which the nominated team has been identified as having outstanding impact and outline any future plans to further disseminate their practice;
- + provide any additional supporting information which might be most appropriately expressed by a colleague working in a senior role (at the level of DVC/PVC or above) who is familiar with the nominated team's teaching and learning practice, rather than the team members themselves;
- + provide formal institutional endorsement in the form of the Vice-Chancellor/ Principal/ President (or equivalent) sign-off;
- + provide the name, job title and signature of the Vice-Chancellor/Principal/President (or equivalent).

5. Process

5.1 Roles and responsibilities of reviewers

As a reviewer for CATE 2023, you are responsible for providing an assessment as to the extent to which the nomination meets the Award criteria by using the Scoring Rubric (Appendix 1, Table 4) and feedback to communicate your judgement to nominated teams and the Panel.

Reviewers are requested to respect the confidentiality of the information contained within the nomination documents and **must not disclose any information about individuals or institutions involved, or the content of any nomination, without the prior written consent of the nominated team and Advance HE**. The information contained within the nomination and this guidance document must not be used for any purpose other than for peer review of the 2023 nominations you have been allocated.

Please note that comments and/or scores you submit are presented anonymously to the UK Teaching Excellence Awards Advisory Panel, without reference to your name or institution. Advance HE will use reviewers' comments to guide the selection process and also to provide written feedback to the nominated team. Advance HE may also use examples from the assessments, anonymously, to provide additional guidance in future assessment rounds.

Your qualitative feedback comments for the nominated team about their Claim in relation to the two CATE award criteria will be used verbatim wherever possible, and we ask you to consider this when generating your feedback. Comments directed at Advance HE and the Panel only, should be included under the relevant heading (Appendix 2).

If, in the process of reviewing, you wish to discuss any nomination or have any queries related to the process, please do not hesitate to contact the Teaching Excellence Awards Team at cate@advance-he.ac.uk.

5.2 Allocation and access to papers

As a CATE reviewer, you will typically be allocated approximately six nominations to assess. These are randomly assigned to reviewers and thus do not take account of reviewer's discipline or thematic expertise. Each nomination will be independently judged by three reviewers. As a reviewer you will score each of the two CATE award criteria between 0-9 points. 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.

You will be given access to the nominations via the Advance HE VLE and you will be issued with a password to access this site. Along with the nominations there will also be an online form (Appendix 2) for you to record and submit your scores and feedback.

5.3 Conflicts of interest

You will be allocated nominations in w/c 20 March 2023. Advance HE asks that you notify the Teaching Excellence Awards Team at cate@advance-he.ac.uk immediately (or as soon as possible) of any potential conflicts of interest related to any one of the nominations you have received. The nomination in question will be reallocated to another reviewer as soon as

possible.

Conflict of interest includes, for example, if you:

- i. are a relative or a personal friend of any of the nominated team, or have been previously;
- ii. are a member of staff at the team's institution, or have been previously;
- iii. have worked closely with the team in the recent past;
- iv. have a vested interest in the institution and/or the team;
- v. have been allocated to review the same team before;
- vi. have worked or work closely with a relative or close friend of any member of the team.

If you are unsure whether a particular situation presents a conflict of interest, please do contact the Teaching Excellence Awards team for an informal discussion, or for clarification. **Please note that, if you are a member of a team nominated for 2023 CATE, you may not take part as a CATE reviewer.**

5.4 Monitoring of equality and diversity data

Advance HE is committed to promoting principles of equality, diversity and inclusion within the Teaching Excellence Awards. Analysis of Equal Opportunities Monitoring data collected from nominees and nominated teams participating in the National Teaching Fellowship Scheme (NTFS) and Collaborative Award for Teaching Excellence (CATE) has identified underrepresentation by the following groups of staff in comparison to UK [HESA](#) staff data:

- + Staff from UK minority ethnic groups defined within HESA as Black, Asian and Minority Ethnic (BAME);
- + Professional Services staff;
- + Staff on fractional and part time contracts;
- + Staff working in HE within FE.

In order to address under-representation in the NTFS and CATE awards, Advance HE is taking a number of steps to promote and support engagement in the awards by staff from these groups; this includes encouraging staff from these groups to become reviewers. In order to monitor the diversity of the reviewer group, data will be gathered from reviewers on an online **Equal Opportunities Monitoring Form**.

All personal data provided through submitting an Equal Opportunities Monitoring Form will be held confidentially by Advance HE. Advance HE collates the information provided by reviewers and uses this collated data anonymously, alongside that provided by nominees/nominated team members, to report annually on equality, diversity and inclusion within the two awards to the UK Teaching Excellence Awards Advisory Panel (Panel); this determines actions for future awards rounds.

The confidentiality of all nominated team members' and reviewers' data is maintained by Advance HE. Advance HE collates the information provided 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 Form is online in Online Surveys are available via this [link](#) from Monday 27 March 2023 until 16 May 2023. The form must be completed by each reviewer.

If anyone wishes to know more about how Advance HE collects, stores and uses personal information about the NTFS nominees/CATE nominated teams please review our privacy statement (Appendix 3). This is statement is applicable, where relevant, to the collection of reviewer data also.

5.5 Deadlines

The timeline for nominated teams can be found in the 'CATE Guidance for institutions and nominated teams'. The timeline for reviewers is set out in Section 1 of this document. Please let a member of the Teaching Excellence Awards team know as soon as possible if any unexpected circumstances might mean that these dates pose a challenge for you.

6. CATE 2023 Award Criteria

All teams will be assessed on the evidence provided in the nominated team Claim (Section B) in relation to each of the two CATE award criteria:

CATE Criterion 1: Excellence in the team's collaborative approach

Evidence of excellence in the team's approach to working collaboratively, commensurate with their context and the opportunities afforded by it.

CATE Criterion 2: Excellence in the impact of collaborative working

Evidence of the team having a demonstrable impact on teaching and learning, including beyond their immediate academic or professional area.

Each of the two CATE award criteria above is given equal consideration in the assessment process and weighted equally in the overall score. There are many different ways of evidencing each of the award criteria, as appropriate to the nature of the team's work.

7. Reviewing the evidence in the Claim

You will score Section B of the Claim against each of the two criteria in turn, allocating a score (0-9) for each criterion; please refer to the CATE 2023 scoring rubric (Appendix 1, Table 4).

Team Claims will vary considerably in style and content; for example, teams from various academic disciplines or roles will inevitably demonstrate different communication and analytical styles. Reviewers are asked to be mindful of the context in which each team is operating, as outlined in their Context Statement, to ensure that CATE is fair and inclusive to the wide range of practice across the UK HE sector.

Key points to note:

- + Teams should use Section B of the Claim to address and provide evidence against each award criterion in turn;
- + Teams should demonstrate that they are applying the principles of equality, diversity and inclusion to their practice;
- + Teams are encouraged to ensure that the student voice is made explicit within the Claim;
- + Teams will need to draw upon explicit evidence of impact to support their claim against each criterion.

7.1 Reach, Value and Impact

As you apply the two CATE award criteria and allocate a score to each of the two parts of Section B of the Claim, please consider the following:

- **Reach:** The scale of influence. Though 'geographic' reach may be important for some nominated teams, it is useful for reviewers to consider other ways that a nominated team can demonstrate reach. Some nominated teams may demonstrate reach at a departmental/ faculty/ institutional/ 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 nominated teams may also be working in settings where there are positive explicit ethical elements to their practice. It is important that teams clearly demonstrate how the deep collaboration of their team has added value to their activities.
- **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 learning outcomes for students and/or teaching practice, and/or changes to the team's practices.

In the context of CATE, reviewers might, for example, consider how working as this team enhances the *reach*? What is the added *value* of this team working in this way? How is the *impact* greater because this is a cohesive team, or because it is this particular team, with these particular members?

7.2 Cooperative v. Collaborative Team Working

Nominated teams should aim to capture evidence of their collaborative working under both criteria. Collaboration is a state of interdependence that is likely to be much deeper than simply co-operating as members of a team. Successful claims are likely to encompass aspects of practice that go beyond describing how the team works with others. The ethos of CATE is a

recognition of team working as an important element of successful HE practice. Nominated teams should expect to describe how the team was established, has developed and how it continues to work to achieve effective impact.

The graphic below (reproduced with the permission of John Spencer) outlines some key distinctions between the two concepts. The qualities of collaboration listed in this illustration provide a useful prompt for nominated teams to collect effective evidence of this way of working, and may help you as a reviewer identify evidence of excellence in collaboration within a team.



7.3 Evidence towards each CATE award criterion

Table 1 below provides a range of examples of possible types of activities and evidence of impact that you might find under each of the two Award criteria. These examples are **only indicative** and hence you will not find all of these **and** you may also find some relevant approaches or practices in a Claim that are not listed. Please do not use the examples below as a 'checklist' when determining your allocation of scores. Rather consider a balance between the types and range of evidence and the reach, value and impact presented, as fitting with the nominated team's context. Likewise, try to ensure your comments align with and reflect your score.

Table 1: Examples of types of evidence against each of the CATE 2023 Award criteria

<p style="text-align: center;">CATE Criterion 1 Excellence in the team’s collaborative approach</p>	<p style="text-align: center;">CATE Criterion 2 Excellence in the impact of collaborative working</p>
<p>Evidence of excellence in the team’s approach to working collaboratively, commensurate with their context and the opportunities afforded by it.</p> <p>Criterion 1 is focused primarily on the approach to and value of working collaboratively, and planning for reach and impact. To give some illustrative examples, Criterion 1 could be demonstrated by providing evidence of excellence in terms of:</p> <ul style="list-style-type: none"> + having a clear set of aims, objectives and rationale for the team’s approach and how the group constitutes a team and developed as a team; + demonstrating direct engagement of students within or with the team; + illustrating how the team has contributed to wider thematic and sector priorities, for example, assessment and feedback; retention, employability, staff development; students as partners; technology and social media; + working cooperatively with a range of stakeholder groups; + embedding practices across different programmes, disciplines, campuses or institutions; + being flexible and creative in working to address unanticipated situations or events; 	<p>Evidence of the team having a demonstrable impact on teaching and learning, including beyond their immediate academic or professional area.</p> <p>Criterion 2 is focused on showing the reach and impact of the team’s work and value beyond the initial context. To give some illustrative examples, Criterion 2 could be demonstrated by providing evidence of:</p> <ul style="list-style-type: none"> + the reach of the team’s work; + the wider value that has resulted from working as a team; + the impact of supporting colleagues and/or influencing support for student learning; + the impact on student learning or outcomes; + the impact of any outcomes/outputs of collaborative work.

7.4 Sources of evidence

CATE 2023 Guidance for institutions and nominated teams provides examples of different potential sources of evidence (Table 2 below). Teams are advised that these examples are included for illustrative purposes only and are not intended to limit the range of sources of evidence or to set an expectation for the number of different sources to be used within a Claim; this will vary depending on the team’s context.

As reviewers you are likely to see a wide variety of different sources of evidence being used across the different nominations you are allocated; you will need to judge *the extent to which* the evidence provided (qualitative and/ or quantitative) is appropriate to the context of the team’s work and makes a strong claim against the relevant award criterion.

Table 2: Examples of different potential sources of evidence

Criterion 1 Excellence in the team’s collaborative approach	Criterion 2 Excellence in the impact of collaborative working
Examples of effective team working practices, processes and/or outcomes Evidence of shared goals/ purpose Evidence of shared and appropriate leadership Evidence of integration of diverse expertise Evidence of team participation, development and conflict resolution (if applicable) Evidence of positive outcomes for team members Review/ evaluation processes in place Evidence of improved effectiveness over time Team member/ stakeholder testimonials	Student feedback and evaluations Student data (progression, achievement, retention, engagement, etc.) Staff data (participation, engagement, career development, etc.) Feedback/ data from work with peers, new initiatives/ initiatives in new settings, policy development, etc. Use of team’s resources, approaches, publications, etc. Work with other partner/ external organisations, professional bodies, etc. Recognised achievements such as awards, accreditations, funding successes, investment levels, external partnerships, etc. Quantitative data to indicate the scale, reach and impact of the nominated team’s work.

8. Scoring the Claim and providing feedback

8.1 Allocating Scores to Section B of the Claim

This award uses a best match rather than a threshold approach. Scores are therefore allocated for best match against the criteria, based on the range and quality of the evidence and impact within the nomination.

The Scoring Rubric in Appendix 1 (Table 4) provides the basis for your allocation of scores against each award criterion. You should score each of the two CATE award criteria in turn, allocating a score from 0-9 for each of the two criteria. This means that you are scoring each nomination out of a maximum score of 18. Please consider the full range of scores (0-9) and apply the most appropriate one, using whole numbers (do not use fractional scores).

Please remember too that you are scoring the Claim, not the individual team, or the Team Leader who may have written the Claim. Every nominated team has already been identified as excellent in their institution, but you are scoring the claim they have provided and must consider the evidence of **reach, value and impact** (Section 7.1, p.15) that has been included in the team's Claim. If there is no relevant evidence, despite the nominated team's identified excellence, you should score 0. This evidence can come in a variety of forms, and you are scoring the quality of this evidence for reach, value and impact, and are encouraged to use the full range of scores in doing so.

It is important to remember that CATE claims are distinct from traditional academic research projects. This means that the team's aims and objectives may develop over time rather than be established at the beginning and, equally, that establishing a 'methodology' may not be relevant for a CATE team. Some CATE teams may be presenting a defined project as an example of their team activity, but teams work in many different ways and may not be reflecting on a defined 'project'; teams will therefore present their evidence of successful reach, value and impact in different ways depending on the context of their work. When reviewing and providing feedback for a CATE claim, it can be helpful to remember to comment on the team's working processes and the team's activities and impact, rather than focus on any 'project' that might be described.

Nominated teams' claims may present evidence in a wide variety of ways. There is no one 'best' way to make a claim. We would encourage reviewers to be particularly sensitive to the variety of ways that nominated teams can demonstrate the reach, value and impact of their work. For example, if you are a recent winner, you may see successful Claims that are very different from your own.

The annual reviewer training exercise explores the context of Claims and the criteria to help reviewers with their judgement, so you may wish to access the slides from your last training session as you complete your reviews.

Appendix 1 (Table 4) provides the Scoring Rubric; which is intended to support you in differentiating between the possible scores to be allocated.

8.2 Giving feedback

Your feedback is crucial to inform the Panel's decision and also in supporting the nominated team. An example of the scoring and feedback form can be seen in Appendix 2. The online feedback form can be accessed via a link on the Advance HE VLE.

Your comments will be combined with other reviewers and fed back to the nominated team, verbatim (wherever possible) and anonymously to support their future development. We ask you to be considerate in your use of language when giving feedback. The comments you provide do not need to explain your scoring decisions (although they should be aligned). If you do wish to explain why you selected a particular score, this can be done via the comments box

for the Panel and Advance HE, which will not be seen by the nominated team. Please ensure that you enter the nominated team's name and institution accurately.

When submitting your feedback and scores, via the online form, there will be a completion receipt on the 'Final page' which confirms that your feedback has been submitted. On this page you can also view your submitted feedback by clicking 'My responses' within the 'Download my response' box (see p.29). This function is **only available for 15 minutes** after completion of the form. The responses can then be printed by right clicking the response page and selecting 'print'. **However, you cannot go back and amend your responses or scores.** In light of this, **we strongly encourage reviewers to first draft their feedback in a Word document** and copy it across to the feedback survey; this allows reviewers to check for errors. If you find that you need to make an amendment after submission, please contact cate@advance-he.ac.uk.

8.2.1 Aligning feedback and scores

This year we again ask that reviewers complete the written feedback for a claim **before** they assign numerical scores.

This ongoing guidance comes as a result of Advance HE's analysis of the written feedback and scores submitted by reviewers for NTFS and CATE 2020-2022. In 2020, our review revealed that, while written comments appeared more accurate and consistent between reviewers than in previous years, the numerical scores did not always align with the written comments. An example of this kind of misalignment would be a reviewer commenting that a claim was 'outstanding' under a given criterion, while assigning it a score of '3'. In 2021 and 2022, our review found that this approach had improved the alignment of scores and feedback, and so we continue to offer this guidance.

It is important to remember that nominated teams receive only their written feedback and not their numerical scores, so accurate alignment between the two is crucial for their development. To aid alignment, reviewers will find it helpful to familiarise themselves with the 2023 Scoring Rubric in Appendix 1 of this document.

8.2.2 Types of feedback

We ask you, as a reviewer, to provide three different types of feedback which reflect the extent to which the nomination provides evidence of meeting the CATE 2023 award criteria in your judgement.

- **Criteria feedback** - up to 150 words per criterion. This is **required** and will be used verbatim (where possible) in feedback to the nominated team. We ask that this feedback is constructive, developmental and includes a balance of comments on the strengths of the nomination and evidence of impact, as well as identifying areas where further evidence of **reach, value or impact** (see page 15) would be beneficial.

Your comments should clearly relate to your score. It is an important aspect of the CATE scheme that all nominated teams (whether they are selected for the Award or not) will benefit from submitting a nomination. Therefore, please provide as much helpful detail as possible within the word count.

Reviewer 'scores' are not shared with nominated teams and so the feedback comments

provided by each reviewer are especially important. Teams are very appreciative of your feedback as it will help to guide their future development.

- **Overall feedback** – up to 150 words. The overall feedback box is **optional** and used if you have any overarching comments that you would like the nominated team to read. For example, if you note something about their Claim as a whole, such as coherence or connectivity across the nomination. Any comments you make under this heading will be included in the feedback to teams. Please do not repeat comments already included in your feedback under specific criteria.
- **Feedback for the Panel/ Advance HE** – up to 150 words. The feedback to the Panel is **required** and will be used to guide the decision-making process. This will **not** be sent to the nominated team and is confidential. Under this heading you may wish to explain your scoring and/or any specific information, which might help the Panel if they are considering borderline nominations, or should they have queries relating to differences between reviewers.

8.2.3 Feedback tone and style

Please bear the following tone and style guidance in mind when writing your feedback to teams:

- + The tone of your comments should be respectful, constructive and developmental. Please remember that your feedback is likely to be read by the senior team at the institution as well as by the whole team.
- + Feedback should be addressed to the team (you, the team, your team);
- + When reviewing and providing feedback for a CATE Claim, remember to comment on the working processes and activities and impact the team has described, rather than focus on any 'project' that might be presented. Using a word like 'initiative' or 'practice' in feedback rather than 'project' can help keep the focus on the team and their activity;
- + If nominated teams, in error, include hyperlinks in Section B, please do not follow the hyperlinks. Any hyperlinked information would be considered additional evidence that should not be reviewed;
- + Feedback should be written in full sentences (as opposed to notes) and without subheadings;
- + Feedback accompanying scores of less than 9 should include specific developmental points;
- + The team's context should be taken into account in constructing your feedback. While you may be familiar with certain approaches or impact, these may not operate in the same way in different contexts. We ask you to be wary of letting your own expectations and assumptions or knowledge of particular contexts influence how you review;
- + Note that the team will have selected a range of approaches and/or types of impact evidence to make their claim, which may not necessarily reflect all they are doing to impact upon learning and teaching. Their nomination is a snapshot in time, responding to a limited word count. Thus if you do make suggestions, be mindful of this and focus on the fact the evidence is absent, rather than the approach; keeping comments relevant to reach, value and impact;

- + Use positive phrasing wherever possible. Some examples of how negative wording could potentially be reframed are found in Table 3 below:

Table 3: Framing of feedback

Negative phrasing	Positive phrasing
'A weakness is...'	'It would be helpful if...'
'The nomination fails in...'	'It would be useful if...'
'There were no...' or 'There is a lack of evidence..'	'Further details about [add specifics] would strengthen the evidence'.
'The nomination lacks...' or 'the nomination needs...'	'The case would be stronger with more explicit evidence of..'
'Much room for improvement' or 'there is limited evidence of...'	'The team's Claim would benefit from more explicit evidence of...'
'It is especially weak in terms of...'	'Further details could usefully be provided to evidence... [add specifics]' 'This example would be strengthened with further evidence of...'
'Unfortunately...'	'To strengthen your Claim, you might find it helpful to...' 'To further develop your evidence for this criterion, you might wish to...'

- + Please be wary of repeating the language/wording of the guidance, criteria and nomination; focus instead on the specific strengths and development areas you have noted within the Claim. Likewise, avoid listing examples from the nomination in your feedback as this can be frustrating; the team knows what they included in their Claim. If you are intending this list of examples to be seen as identified strengths, try to be explicit and say so;
- + Avoid subjective and personal comments, including for example: 'I enjoyed reading...' 'I liked ...', 'I suggest...', 'I think...' or thanking the team for their Claim. Instead focus on how far the nomination has met the criteria;
- + Avoid hyperbolic (and potentially patronising) language and punctuation like 'fabulous', 'fantastic', 'bravo!' and using exclamation marks;
- + Please make sure sentences are clearly constructed and accurate, and you are not using terms which are specific to particular contexts, such as institutional or discipline contexts. Avoid acronyms;

- + Check for contradictions in your feedback e.g. saying there was too much context in one criterion, and then asking for more context in the general comments, or providing conflicting feedback across the two criteria;
- + Check that your feedback aligns with your scores. So, for example if you are saying a criterion would benefit from more evidence of impact it is probably *not* a 7-8, and definitely not a 9;
- + Keep the purpose and criteria of the Award in mind when reviewing the evidence, and be mindful not to let the examples provided, or indeed your own expectations, influence your feedback. Thus it wouldn't be appropriate to suggest, or imply, that a team needs to be more innovative or creative, publish more or extend their reach of some area of their work, where this doesn't relate to the criteria. However, where the team refers to being innovative, creative, having published or extended their reach, as evidence of the impact of their work within their particular context or role, it should be given due credit;
- + Please proof read your feedback before uploading it to make sure that the team can follow clearly what you have said about their Claim.

9. Outcomes

All nominated teams 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 CATE winning teams will be **strictly embargoed until Thursday 3 August 2023**. It is a condition of the CATE 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.

2023 CATE winning teams will be officially announced on Thursday 3 August 2023 on Advance HE's website and in a press release.

Nominated teams will receive their individual feedback following this announcement.

Thank you

Advance HE would like to thank you most sincerely for the time and expertise you provide in supporting the Collaborative Award for Teaching Excellence 2023 through your work as a reviewer.

Appendix 1: CATE 2023 Scoring Rubric

The Scoring Rubric below (**Table 4**) should be used to ‘score’ each of the two parts to Section B of the nominated team’s Claim against each of the CATE award criteria (i.e. an overall maximum score of 18 from each of the three reviewers). For each Claim, against each criterion, please identify a specific score e.g. 6.

In the majority of the scoring bands within the 2023 Scoring Rubric, there are two possible scores that can be awarded (e.g. 5 or 6). You are asked to use your professional judgement to decide whether the score awarded should be at the higher point of that band (e.g. 6) or at the lower end of that band (e.g. 5). Scores of 9 and 0 are standalone as these represent the absolute maximum and minimum scores.

	0 points	1-2 points	3-4 points	5-6 points	7-8 points	9 points
Criterion 1: Excellence in the team’s collaborative approach	Evidence is not related to excellence in the team’s approach to working collaboratively, commensurate with their context.	Partial evidence of excellence in the team’s approach to working collaboratively, commensurate with their context.	Some good evidence of excellence in the team’s approach to working collaboratively, commensurate with their context.	Good, with some very good, evidence of excellence in the team’s approach to working collaboratively, commensurate with their context.	Very good, with some outstanding, evidence of excellence in the team’s approach to working collaboratively, commensurate with their context.	Exceptional evidence of excellence in the team’s approach to working collaboratively, commensurate with their context.
Criterion 2: Excellence in the impact of collaborative working	Evidence does not demonstrate the team’s impact on teaching and learning.	Limited evidence of the team’s impact on teaching and learning, including going beyond their academic or professional area.	Some good evidence of the team’s impact on teaching and learning, including going beyond their academic or professional area.	Good, with some very good, evidence of the team’s impact on teaching and learning, including going beyond their academic or professional area.	Very good, with some outstanding, evidence of the team’s impact on teaching and learning, including going beyond their academic or professional area.	Exceptional evidence of the team’s impact on teaching and learning, including going beyond their academic or professional area.

Appendix 2: Scoring and Feedback Survey Example

Applicant - Scoring & Feedback

Team leader's first name * Required

Team leader's surname * Required

Institution name: * Required

 **Criterion 1 - Feedback (150 words max):** Excellence in the team's collaborative approach. Evidence of excellence in the team's approach to working collaboratively, commensurate with their context and the opportunities afforded by it. * Required

 Less info

Please provide feedback to the team using second person (e.g. you/the team/your team etc.)

Criterion 1 - Score * Required

 Less info

For scores of 8 or less, please include some developmental points in the feedback above

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

Criterion 2 - Feedback (150 words max): Excellence in the impact of collaborative working. Evidence of the team having a demonstrable impact on teaching and learning, including beyond their immediate academic or professional area. * Required

 Less info

Please provide feedback to the team using second person (e.g. you/the team/your team etc.)

Criterion 2 - Score * Required

 Less info

For scores of 8 or less, please include some developmental points in the feedback above

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

Overall comments for the nominated team (150 words max) *Optional*

 [Less info](#)

Please provide feedback to the team using second person (e.g. you/the team/your team etc.)

Comments for the Panel / Advance HE (150 words max) * *Required*

[< Previous](#)

[Finish ✓](#)

Final page

Your responses to this survey have been submitted.

If you need a formal record of your submission, please use the following details:

Completion receipt

Receipt number: 951213-951195-100329525

Submission time: 2022-10-05 17:49:15 BST

 [Print](#)  [Download PDF](#)  [Email](#)

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Thank you for completing your review. If you have more reviews to complete, please click on the following link to return to the start: <https://advance-he.onlinesurveys.ac.uk/cate-2023-reviewer-scores-feedback>

Appendix 3: CATE 2023 privacy statement

Schedule 1: Data Protection

This schedule describes how Advance HE collects and use personal information about you when you submit information as a reviewer. 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 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 by reviewers, in electronic format.

The nomination review process is via JISC Online surveys and 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).

To determine the appropriate retention period for reviewers’ 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:

- + Administration purposes including establishing, amending, closing or renewing user accounts for the VLE.
- + Evaluating and analysing the information provided by you in your forms.
- + Generating anonymised reports for internal use by us, our staff and the UK Teaching Excellence Awards Advisory Panel in relation to your scoring and feedback.

Our lawful basis for these activities is necessity to perform our contract with you (as we commit to you as a reviewer).

- + Appointing third party service providers to use your anonymised 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 and JISC, 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 Collaborative Award for Teaching Excellence 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:

- + 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.
- + 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 (<https://ico.org.uk/>) if you have any concerns in respect of the handling of your personal information by Advance HE.



Contact us

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