

National Teaching Fellowship Scheme (NTFS) 2023

Guidance for Reviewers

Contents

1. Deadline and Assessment Schedule	3
2. Introduction.....	6
2.1 New for 2023.....	6
3. Preparation for Review.....	7
4. Nomination Documents	8
4.1 Parts of the nomination for review	8
4.2 Section A: Context Statement.....	9
4.3 Section B: Claim against the NTFS Award criteria	9
4.4 Section C: Reference List.....	9
4.5 Statement of Support	10
5. Process.....	10
5.1 Roles and responsibilities of reviewers.....	10
5.2 Allocation and access to papers	11
5.3 Conflicts of interest	11
5.4 Monitoring of equality and diversity data.....	12
5.5 Deadlines	13
5.6 Allocating Scores to Section B of the Claim	13
5.7 Giving feedback	14
5.7.1 Aligning feedback and scores	14
5.7.2 Types of feedback.....	15
5.7.3 Feedback tone and style	16
6. NTFS 2023 Award Criteria.....	18
7. Examples of activities/evidence of impact.....	20
8. NTFS 2023 Scoring Rubric	23
9. Outcomes	25
Appendix 1: Scoring and Feedback Survey Example.....	26
Appendix 2: NTFS 2023 privacy statement.....	29

1. Deadline and Assessment Schedule

The timetable for the review process is as follows:

Date	Milestone
Monday 3 October 2022	Call for nominations opens All NTFS forms and guidelines released. Teaching Excellence Awards Leads (TEALs) in institutions receive access to Advance HE's VLE from this date.
January - February 2023	NTFS 2023 Reviewer training <ul style="list-style-type: none"> ○ The 2023 reviewer 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 NTFS 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 short, supplementary training on the new scoring system in order to review in 2023 (details tbc).
Wednesday 8 March 2023	NTFS nominations close at 12:00 noon (GMT).
w/c 13 March 2023	Reviewers will be informed of the (approximately six) Nominee Claims that they have been randomly assigned to review, and are asked to please respond by return, but at latest by Friday 17 March 2023 with any conflicts of interest.
w/c 20 March 2023	Reviewers will be given access to their allocated claims on the VLE.
w/c 20 March – w/c 10 April (note Office closed on 7 & 10 April)	Reviewers are encouraged to contact the Teaching Excellence Awards Team (NTFS@advance-he.ac.uk) if they have any queries about the Claims they are reviewing.
Monday 17 April 2023	Please submit all scores and feedback by 10:00 (BST) on Monday 17 April 2023.
Tuesday 24 April - 8 May 2023	4 th Review period.

May 2023	Reviewer Debrief Session (optional); date tbc.
By end September 2023	Reviewers will receive feedback on the 2023 NTFS Awards cycle.

Overview for 2023 NTFS Reviewers

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

Key information for 2023 NTFS Reviewers:

- + **Reviewer Eligibility** – for NTFS 2023 we ask that, in order to be eligible to participate, NTFS reviewers:
 - are not nominees for NTFS 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 (optional if completed NTFS reviewer training in 2022); or to complete the short supplementary training on the new 0-9 scoring system (if NTFS reviewer training was completed in 2022);
 - are able to commit to reviewing approximately six NTFS claims between **20 March and 17 April 2023**;
 - are able to supply a personal telephone number to enable the Teaching Excellence Awards Team to contact them if need arises during the review period.
- + **Reviewer Training** – NTFS reviewers are expected to complete an NTFS 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 ntfs@advance-he.ac.uk.
- + **Change to NTFS Scoring** - From 2023, NTFS 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 the Call for Reviewers later in Autumn 2022.
- + **Allocation of NTFS Claims** - Reviewers for the NTFS 2023 will be randomly allocated approximately six Claims to **review from w/c 20 March 2023**. Reviewers will be informed of their initial Claims allocation the week before (w/c 13 March 2023) and are

asked to **respond by return, but at latest Friday 17 March 2023 with any conflicts of interest.**

Fourth reviewers will receive their allocation the **w/c 24 April 2023.**

- + Accessing NTFS 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 via email at ntfs@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 20 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. **All scores and feedback must be submitted by the final deadline of 10:00 (BST) on Monday 17 April 2023.** Fourth review activity will then take place from **w/c 24 April – 8 May 2023.**
- + Reviewing Claims - Sections 2-8 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. Section 8 provides the Scoring Rubric that you should use in your scoring. It is essential that reviewers familiarise themselves with this information each year.
- + Outcomes - all nominees 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 nominee 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 ntfs@advance-he.ac.uk.

2. Introduction

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

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

All UK Advance HE member institutions are eligible to enter up to three members of staff who **teach and/or support learning in Higher Education (HE)**. Individuals selected to enter the NTFS are called '**nominees**' as their institution has chosen to put them forward for an Award via a '**nomination**'.

The NTFS 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 NTFS.

Peer review is an essential part of the NTFS 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 this scheme. The feedback that reviewers provide is also a very important part of the process for nominees 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 then 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 nominees and institutions is also available on our website [here](#).

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: ntfs@advance-he.ac.uk.

2.1 New for 2023

Changes to the NTFS Scoring System

- + From 2023, the NTFS 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 scoring rubric (p.23) 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 exercise and training webinar in Jan-Feb 2023.

Update to nomination documents

- + From 2023, nominees' 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 nominee's teaching and learning practice.

Update to Criterion 2 Wording

- + From 2023, there is a small change to the wording of **NTFS Criterion 2: Raising the profile of excellence**

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

This change has been made to reflect the fact that, typically, while nominee's do include evidence from beyond their role in this criterion, some relevant evidence of how nominees are supporting colleagues and influencing support for student learning and/or the teaching profession may come from within the nominee's immediate academic or professional role.

Updated Points of Emphasis in NTFS 2023 Reviewer Guidance

- + We have emphasised at several points in this Guidance that the evidence that nominees submit for NTFS should be related to teaching and learning in the context of Higher Education (as opposed to teaching and learning in the context of primary or secondary education, or within professional profile activity that does not appropriately show relevance to HE learning and/or teaching).
- + Nominees should not include hyperlinks to other evidence. If nominees, 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.
- + A number of minor changes have been made to wording throughout the guidance.

3. Preparation for Review

Training for reviewers is offered annually and reviewers wishing to continue to support the 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 peer reviewers who have successfully completed a moderation exercise and attended one of the online NTFS reviewer webinar

sessions in 2023, or who last trained in 2022 but have completed supplementary training in 2023 relating to the new scoring system (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 and attended the training webinar in 2022, 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 also note the other changes identified in Section 2.1 above.

It will therefore be understood that all reviewers are familiar with the NTFS nomination requirements and format, the three NTFS Award criteria, and the 2023 Scoring Rubric (Table 3) 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 ‘NTFS 2023 Guidance for institutions and individuals’**, which supports individuals to develop their nomination. This can be found on the Advance HE website [here](#).

We would also like to make reviewers aware of a new video resource we have created, to support nominees with the reviewer feedback they receive on their NTFS nomination. Although this resource, '[Guidance on your reviewer feedback for NTFS](#)', is aimed primarily at nominees and the Teaching Excellence Awards Leads (TEALs) in institutions, it also provides useful insight for NTFS reviewers as to how they can compose feedback that is as effective and developmental as possible. Please do also refer to the 'NTFS Example Feedback' resource which was first introduced in 2022 and contains example feedback for each criterion and scoring point. This will be updated for 2023 and shared with reviewers as part of reviewer training.

4. Nomination Documents

Nominations consist of a series of documents and online forms; in addition to the Nominee 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 TEALs submitting nominations, etc.

4.1 Parts of the nomination for review

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

- **Nominee Claim**
- **Statement of Support**

In 2023 the **Nominee Claim has 3 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 of the Nominee Claim, containing evidence against each of the three NTFS Award criteria, is scored by reviewers.

Section A (“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: Context Statement

There will be considerable variation between nominees, reflecting differences in individuals’ experience, their job roles and institutional contexts. The Context Statement (up to 300 words) is at the beginning of the nominee’s Claim and will not be scored by reviewers. Nominees will use the Context Statement to articulate the context of their role, the setting, field and/or area of work. Further guidance, including short examples, on what nominees have been advised to include in their Context Statements is provided in Section 5.1 of the ‘NTFS 2023 Guidance for institutions and individuals’.

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 will be using the Context Statement to explain the context of their institution and their professional role(s) and responsibilities within it. 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 may also be explained here. Nominees may make clear the nature of their teaching and learning practice, e.g. types of learners (whether 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 nominee’s narrative set out in Section B of the Claim.

4.3 Section B: Claim against the NTFS Award criteria

Nominees use Section B of the Claim to set out the evidence of the reach, value and impact of their practice against the three NTFS 2023 Award criteria in turn. Each of the three parts of Section B must not exceed 1500 words. As a reviewer, you will ‘score’ each of the three parts separately. Please refer to Sections 5-8 below for further information.

4.4 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 for the nominee to provide appropriate credit to an author who has inspired any areas of their work that are evidenced within the Claim. The only evidence that reviewers should consider is that discussed in Section B. If nominees include hyperlinks in Section B, reviewers should not follow them; hyperlinked information is considered additional evidence that should not be reviewed.

Though a word limit is not set for the Reference List, the guidance for nominees suggests that, if a nominee's list has more than approximately 20, or less than 2 references, it is likely to be out of kilter with successful nominations. A long list of references is not evidence in itself for any of the NTFS criteria. As reviewers are not asked to score the Reference List, there should be no advantage or disadvantage to the nominee 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 nominees on how to use the reference list has been included in Section 5.3 of the 'NTFS 2023 Guidance for institutions and individuals'.

4.5 Statement of Support

From 2023, the Statement of Support (maximum 1000 words) is to be composed by a colleague of the nominee working in a senior role (at the level of DVC/PVC or equivalent) at the nominating institution, who is familiar with the nominee'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. The Statement of Support's purpose is to endorse the Claim made by the nominee and frame the reach, value, and impact of the nominee's practice from an institutional perspective.

The Statement of Support should not be seen as a source of supplementary (or new) evidence; it is a complementary document. The Statement of Support 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 a colleague working in a senior role (at the level of DVC/PVC or above) who is familiar with the nominee's teaching and learning practice, rather than the nominee 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 NTFS 2023, you are responsible for providing an assessment of the extent to which the nomination meets the Award criteria by using the 2023 Scoring Rubric (Section 8, Table 3) and feedback to communicate your judgement to nominees 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 nominee 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' scores in the ranking of nominations that determines the NTFs awarded and the feedback comments to provide written feedback to the nominee. Advance HE may also use examples from the assessments, anonymously, to provide additional guidance in future assessment rounds.

Your qualitative feedback comments for the nominee about their Claim in relation to the three NTFS 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 1).

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 (NTFS@advance-he.ac.uk).

5.2 Allocation and access to papers

As a NTFS reviewer, you will typically be allocated approximately six nominations to assess. These are randomly assigned to reviewers and do not take account of reviewer's discipline or thematic expertise. Each nomination will be independently judged by three reviewers. The number of nominations is carefully selected to ensure the process is not too onerous whilst enabling reviewers to benchmark between nominations. Advance HE has found that reviewers were more consistent in their scoring the more nominations they reviewed.

Reviewers score each of the three 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 to independently review and score the Claim and the three closest scores of the four scores available will then be 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 a link to an online form for you to record and submit your scores and feedback.

5.3 Conflicts of interest

You will be allocated nominations in w/c 13 March 2023 and Advance HE asks that you notify the Teaching Excellence Awards Team at ntfs@advance-he.ac.uk by return, but at latest by Friday 17 March 2023 to declare any potential conflict of interest. If a conflict of interest is confirmed, 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 the nominee, or have been previously;
- ii. are a member of staff at the nominee's institution, or have been previously;
- iii. have worked closely with the nominee in the recent past;
- iv. have a vested interest in the institution and nominee;
- v. have been allocated to review the same nominee before;
- vi. have worked or work closely with a relative or close friend of the nominee.

If you are unsure whether a particular situation presents a conflict of interest, please contact the Teaching Excellence Awards team for an informal discussion, or for clarification.

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 [Equal Opportunities Monitoring Form](#) will be available online from 20 March 2023 as the review process commences. 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/nominated teams please review our privacy statement (Appendix 2). This statement is applicable, where relevant, to the collection of reviewer data also.

5.5 Deadlines

The timeline for nominees can be found in the 'NTFS 2023 Guidance for institutions and individuals'. The timeline for reviewers is set out in Section 1 of this document. Please let the Teaching Excellence Awards team (NTFS@advance-he.ac.uk) know as soon as possible if any unexpected circumstances might mean that these dates pose a challenge for you.

5.6 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 each criterion, based on the range and quality of the evidence and examples made within the Claim by the nominee.

The 2023 Scoring Rubric (Section 8, Table 3) provides the basis for your allocation of scores against each Award criterion. You should score each of the three NTFS Award criteria in turn, allocating a score from 0-9 for each. This means that you are scoring each nomination out of a maximum score of 27. Please consider the full range of scores (0-9) and apply the most appropriate one, for the evidence provided, using whole numbers (do not use fractional scores).

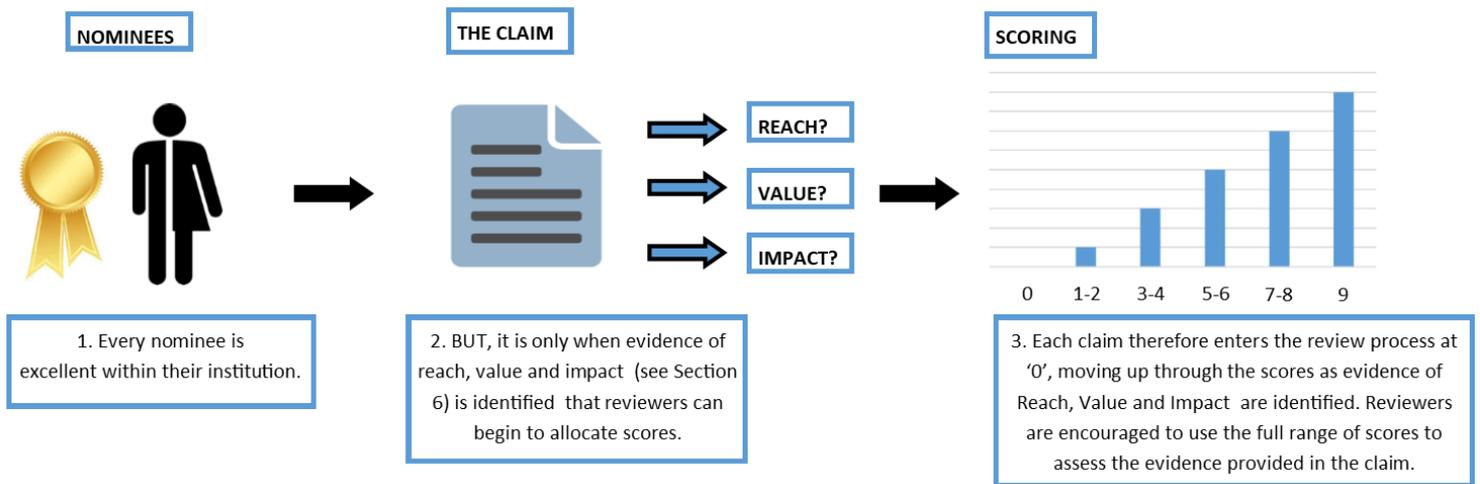
In the majority of the scoring bands within the 2023 Scoring Rubric, there are two possible scores that can be awarded (e.g. 5 or 6). You are asked to use your professional judgement to decide whether the score awarded should be at the higher point of that band (e.g. 6) or at the lower end of that band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

Please remember too that you are scoring the Claim, not the individual. Every nominee has already been identified as excellent within their institution, but you are scoring the Claim they have provided and must consider the evidence of reach, value and impact (see page 18-20) that has been included in their Claim. If there is no relevant evidence against a criterion, despite the nominee's identified excellence, you should score 0. In reality, the NTFS is a mature and highly competitive award, where the vast majority of nominees do provide evidence of excellence which hit the criteria in significant ways. 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.

When assigning scores, reviewers are asked to be mindful of the context that each nominee is operating within, as outlined in their Context Statement, to ensure that the NTFS is fair and inclusive to the wide range of individuals working across the UK HE sector. Nominees' claims may present evidence in a wide variety of different 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 nominees 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.

Reviewers may find that, depending on their context and career stage, the evidence provided by nominees could span a wide timeframe. Reviewers are encouraged to treat evidence relating to older and more contemporary practice equally, but to look for evidence of the sustained nature of that practice and how older activities have informed current practice.

Figure 1: Scoring Decision Diagram



5.7 Giving feedback

Your feedback is crucial to inform the Panel’s decision and also in supporting the nominee. The feedback form can be seen in Appendix 1 and will be available via a link to a JISC survey accessed via the Advance HE VLE.

Your comments will be combined with those of two other reviewers and provided as feedback to the nominee, 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 nominee. Please also ensure that you enter the nominee’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.28). 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 ntfs@advance-he.ac.uk.

5.7.1 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 mid-range score. 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 nominees receive only their written feedback, and not their numerical scores, so accurate alignment between the two is crucial for a nominee's development. To aid alignment, please ensure that you familiarise yourself with and apply the 2023 Scoring Rubric in Section 8 of this document.

5.7.2 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 NTFS 2023 Award criteria in your judgement.

- **Criteria feedback** - up to 150 words per criteria. This is **required** and will be used verbatim (where possible) in feedback to the nominee. 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 pages 18-20) would be beneficial.

Your comments should clearly relate to your score. It is an important aspect of the NTFS that all nominees (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 nominees and so the feedback comments provided by each reviewer are especially important. Nominees are very appreciative of your feedback as it will help to guide their future development; for example, it could help them to decide whether to apply in a future round if they are unsuccessful in 2023.

- **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 nominee 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 individuals. 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 nominee 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.

5.7.3 Feedback tone and style

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

- + Please provide feedback to the nominee using second person (e.g. you/your, etc.);
- + Feedback should be written in full sentences (as opposed to notes) and without subheadings;
- + Your comments should reflect judgement of the evidence not of the individual;
- + Feedback accompanying scores of less than 9 should include specific developmental points;
- + 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 nominee;
- + The nominee's context should be taken into account in constructing your feedback. While you may be familiar with certain approaches or practices, 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 nominee will have selected a range of practices and/or types of impact evidence to make their Claim, which may not necessarily reflect all that they are doing to enhance student outcomes or the teaching profession. 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 evidence of reach, value and impact;
- + Nominee guidance makes clear that hyperlinks are not permitted; if you encounter any hyperlinks please do not follow these. Any hyperlinked information is considered additional evidence beyond the permitted word count and should not be reviewed.
- + Make use of the full range of resources available to support you in composing your feedback, including the training slides (which contain many examples of effective, well-aligned feedback); the 'NTFS Example Feedback' resource (available in the VLE and containing examples of effective feedback for each criterion and score); and the ['Guidance on your reviewer feedback for NTFS'](#) video (designed to support nominees but providing useful insight for reviewers).
- + Use positive phrasing wherever possible. Some examples of how negative wording could potentially be reframed are found in Table 1 below:

Table 1: 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...’	‘Your case would be stronger with more explicit evidence of..’
‘Much room for improvement’ or ‘there is limited evidence of...’	‘Your claim would benefit from 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 nominee 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 nominee for their Claim. Instead focus on how far the nominee 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 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 or 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 would not be appropriate to suggest, or imply, that the nominee needs to be more innovative or creative, publish more or extend the reach of some area of their work, where this does not relate to the criteria. However, where an individual 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 nominee can follow clearly what you have said about their Claim.

6. NTFS 2023 Award Criteria

All nominations will be assessed on evidence provided in the Nominee Claim (Section B) in relation to each of the three NTFS Award criteria listed below:

NTFS Criterion 1: Individual excellence

Evidence of enhancing and transforming student outcomes and/or the teaching profession; demonstrating impact commensurate with the individual's context and the opportunities afforded by it.

NTFS Criterion 2: Raising the profile of excellence

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

NTFS Criterion 3: Developing excellence

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

Each of the three Award criteria above is given equal consideration in the assessment process and weighted equally in the overall score. You will score against each of the three criteria in turn, allocating a score (0-9) for each criterion.

In allocating scores, please consider the following:

- **Reach** - the scale of influence;
- **Value** - benefit derived for students and staff;
- **Impact** - the difference that has been made to policy, practice and/or student outcomes.

Further explanation of Reach, Value and Impact can be found on page 20.

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 and reviewers should not feel limited by these examples. They are included only

to provide indicative types of evidence against each criterion.

Key points to note:

- Nominees should address and make a specific Claim against each criterion in turn;
- Nominees should demonstrate impact on HE student outcomes and/or the HE teaching profession over a sustained period, as opposed to evidence relating to education in primary or secondary contexts, or evidence relating to the work of practitioners outside of a Higher Education context (for example, journalism, law, sport), unless this was actively feeding into Higher Education learning and teaching;
- Nominees will need to draw upon explicit evidence of impact to support their Claim against each criterion. Some examples of typical sources are (but need not be limited to):
 - student feedback and evaluations
 - student data (progression, achievement, retention, engagement, etc.)
 - feedback/ data from work with peers, new initiatives/ initiatives in new settings, policy development, etc.
 - use of nominee’s resources, approaches, publications, etc.
 - work with other partner/ external organisations, professional bodies, etc.
 - 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.
 - Nominees should demonstrate that they are applying the principles of equality, diversity and inclusion to their practice.

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. Individuals from various academic disciplines or roles inevitably demonstrate different communication and analytical styles and reviewers should account for this in the assessment process. There is no one ‘style’ that is expected in a nomination, and examples should be assessed and scored for their contribution to the relevant criterion as a whole.

Although nominees are directed to carefully consider which criterion their evidence should be aligned against, reviewers are encouraged to credit evidence wherever they find it in the Claim; the nominee may provide evidence under one criterion that is actually aligned to a different award criterion and it is appropriate for this evidence to be taken into consideration. This will not unfairly benefit the nominee as the score for each award criterion can only be in the range 0-9, and where evidence is misaligned under one award criterion, the available word count for evidence accurately aligned to that criterion will be limited.

Reach, Value and Impact

Reviewers should look for evidence that demonstrates the reach, value and impact of the nominee’s practice.

- **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 HE students, individuals and/or organisations (e.g. postgraduates, commuter students, BAME students, online learners, etc.).

- **Value:** The benefit derived for HE students and staff (which may take different forms). Value may include qualitative evidence such as a change in approach to learning among students or staff. For example, evidence may be provided about how the work being described has added value to the student learning experience or to teaching practice. Value may also relate to the quality of enhanced experiences and the meaningfulness of practices. Some nominees may also be working in settings where there are positive explicit ethical elements to their practice.
- **Impact:** The difference that has been made to policy, practice and/or student outcomes in the context of HE as the result of an activity. The focus here is on explicit evidence of the 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.

7. Examples of activities/evidence of impact

Table 2 below provides a range of examples of the types of activities and evidence of impact that you might find under each of the Award criteria. These are only indicative and hence you will not find all of these within a Claim **and** you may also find some relevant approaches or practices in a Claim that are not listed. Please do not use the examples 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 (see above) presented, as fitting with the individual's context. Likewise, try to ensure your comments align with and reflect your score.

Table 2: Examples of types of evidence against each of the NTFS 2023 Award criteria

Criterion 1: Individual excellence	Criterion 2: Raising the profile of excellence	Criterion 3: Developing excellence
<p>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.</p> <p>This may, for example, be demonstrated by providing evidence of the impact of:</p> <ul style="list-style-type: none"> + 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. 	<p>Evidence of supporting colleagues and influencing support for student learning and/or the teaching profession; including demonstrating impact and engagement beyond the nominee’s immediate academic or professional role.</p> <p>This may, for example, be demonstrated by providing evidence of the impact of:</p> <ul style="list-style-type: none"> + 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. 	<p>Show the nominee’s commitment to and impact of ongoing professional development with regard to teaching and learning and/or learning support.</p> <p>This may, for example, be demonstrated by providing evidence of the impact of:</p> <ul style="list-style-type: none"> + 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.

8 NTFS 2023 Scoring Rubric

The Scoring Rubric below (Table 3) should be used to ‘score’ each of the three parts to Section B of the nominee’s Claim against each of the three NTFS Award criteria (i.e. an overall maximum score of 27 from each of the three reviewers). For each claim, against each criterion, please award a single number 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.

Table 3: NTFS 2023 Scoring Rubric

	0 points	1-2 points	3-4 points	5-6 points	7-8 points	9 points
Criterion 1: Individual excellence	Evidence is not relevant to demonstrating enhanced student outcomes and/or of positive impact on the HE teaching profession.	Partial evidence of having enhanced student outcomes and/or of positive impact on the HE teaching profession.	Some good evidence of having enhanced student outcomes and/or of positive impact on the HE teaching profession.	Good, with some very good, evidence of having enhanced student outcomes and/or of positive impact in the HE teaching profession.	Very good, with some outstanding, evidence of having a transformative impact on student outcomes and/or of the HE teaching profession.	Exceptional evidence of the nominee having a transformative impact on student outcomes and/or of the HE teaching profession.

NTFS Reviewer Guidance 2023

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

9. Outcomes

All nominees will be informed of the outcome via email in the week commencing Monday 3 July 2023. The Vice-Chancellor/ Principal/ President (or equivalent) of each nominating institution will also be informed of the outcome at this time. The announcement of 2023 NTFS award holders will be **strictly embargoed until Thursday 3 August 2023**. 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.

2023 NTFS award winners will be officially announced on Thursday 3 August 2023 on Advance HE's website and in a press release.

Nominees 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 National Teaching Fellowship Scheme 2023 through your work as a reviewer.

Appendix 1: Scoring and Feedback Survey Example

Nominee's first name * Required

Nominee's surname * Required

Nominee's institution * Required

Criterion 1 - Feedback (150 words max): 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. * Required

Less info

Please provide feedback to the nominee using second person (e.g.you/your 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 - 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 3 - Feedback (150 words max): Show the nominee's commitment to, and impact of, ongoing professional development with regard to teaching and learning and/or learning support. * Required

 [Less info](#)

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

Criterion 3 - 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 nominee (150 words max) *Optional*

 Less info

Please provide feedback to the nominee using second person (e.g. you/your 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: 951041-951023-100312997
Submission time: 2022-10-05 14:01:51 BST

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

Download my responses

You have 15 minutes to view this data

[My responses](#)

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/ntfs-2023-reviewer-scores-feedback>

Appendix 2: NTFS 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 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:

- + 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.



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