



National Teaching Fellowship Scheme (NTFS) 2024

Guidance for institutions and individuals

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1. Deadline and assessment schedule

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

Date	Milestone
Monday 2 October 2023	<p>Call for nominations opens</p> <p>Guidance for 2024 NTFS institutions and individuals will be available on the Advance HE website. Teaching Excellence Award Leads (TEALs) will be emailed their link to access the nomination documents; these will be hosted on Advance HE's SharePoint site. TEALs will download the documents and share with their institution's chosen nominees.</p>
Wednesday 13 March 2024	<p>Nominations close</p> <p>Nominee details and all electronic copies of nomination documents must be uploaded by the TEAL to Advance HE's Survey Monkey Apply (SMA) online platform by 12:00 noon (GMT). Access to SMA will close to TEALs at this time.</p>
Week commencing Monday 24 June 2024	<p>Nominees, TEALs and Vice-Chancellors notified of outcome</p> <p>Nominees and TEALs will be informed of the outcome. Vice-Chancellors/ Principals/ Presidents (or equivalent) of nominating institutions will be informed if their nominee(s) are successful. Please note that this information is embargoed until the official announcement on Thursday 8 August 2024.</p>
Thursday 8 August 2024	<p>Official announcement</p> <p>Advance HE announces the new 2024 National Teaching Fellows.</p>
End of September 2024	<p>Nominee feedback issued</p> <p>Nominees will receive written feedback on their nomination; please note that reviewer scores and overall rankings will not be shared. TEALs will be copied into feedback.</p>
Autumn 2024	<p>Award Ceremony</p> <p>The Award Ceremony will be held in early Autumn 2024 (date and location to be confirmed).</p>

This document provides detailed guidelines for the nomination process and for the preparation and submission of nomination documents for the 2024 NTFS award round.

2. Introduction

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

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

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

Up to 55 individual awards will be made in 2024, in recognition of outstanding impact. Advance HE will promote the work of all winners and showcase their contribution to student outcomes and the teaching profession. Advance HE will further enhance their national profile by inviting them to engage in a broad range of Advance HE activities, whether nationally or internationally. On gaining an award, each National Teaching Fellow (NTF) has a role in becoming an ambassador for the scheme and supporting the ongoing enhancement of learning and teaching.

Nominees will be informed of the outcome of their nomination in the week commencing Monday 24 June 2024; this information is embargoed until the official announcement on Thursday 8 August 2024.

Successful nominees will be invited to attend an Awards Ceremony in Autumn 2024, where their National Teaching Fellowship will be presented and celebrated.

NTFs will automatically be eligible to become members of the Association of National Teaching Fellows (ANTF). Further details of the [Scheme](#) and of the [Association of National Teaching Fellows](#) are available on Advance HE's website. NTFs will also be eligible to use the postnominal 'NTF'.

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

2.1 New for 2024

Updates to Submission Documents

- + From 2024, nomination documents will be shared with TEALs via Advance HE's SharePoint, replacing myVLE.
- + For 2024 onwards, TEALs will submit nominations via Advance HE's Survey Monkey Apply (SMA) online platform, replacing use of Advance HE's myVLE for nominations.
- + The previous TEAL checklist Word document has been replaced with an integrated checklist within the online SMA submission process.
- + From 2024 a separate online Nominee Profile Form is no longer required to be completed by nominees on JISC. Abbreviated nominee information is now collected on SMA and submitted by the TEAL. See Section 3.2 for details.
- + Nominees are no longer asked to provide their personal details, bios and photographs at the point of nomination in March 2024; instead, this information will only be requested from NTFS winners following the embargoed notification of outcome in w/c 24 June 2024 (see Section 9.1 for details).

Other Guidance Updates

- + From 2024, TEALs will need to share the URL for the Equal Opportunities Monitoring Survey directly with their nominees. This link will be emailed to TEALs in Autumn 2024.
- + All TEALs will be copied into the outcome of the nominations email and will receive a copy of the reviewer feedback to nominees. See Section 9 for details.
- + A number of minor revisions have been made to the wording throughout.

3. Guidelines for nomination

3.1 Eligibility

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

In selecting up to three individuals to put forward for the scheme, institutions are strongly encouraged to reflect the full diversity of their staff body.

Nominees can hold any role that contributes to the enhancement of student outcomes and the teaching profession. Staff can be nominated at any stage of their career and may be employed on any type of contractual arrangement; for example, part-time, full-time, or non-permanent (fixed term). Staff must be teaching and/or supporting HE student learning within a member institution, including for instance teaching, research and/or learning

support. Staff working at an overseas campus, whilst employed by the member UK HEP, are eligible to be nominated.

Individuals are not permitted to apply for the National Teaching Fellowship Scheme (NTFS) and also be a CATE Team Leader in the same Awards round.

TEALs and Deputy TEALs cannot be nominated for NTFS. A TEAL or Deputy TEAL who wishes to be nominated should step down from their TEAL or Deputy TEAL role for the relevant awards cycle. Please contact NTFS@advance-he.ac.uk to advise of the change and provide contact details for the replacement TEAL/Deputy TEAL. TEAL SMA access will be re-assigned at this point to prevent any conflict of interest.

The Claim (see definition below) should be the work of the nominee only and in making the nomination, institutions confirm that appropriate measures have been in place to ensure this. Advance HE retains the right to process nominations through anti-plagiarism software.

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

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

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

3.2 Nomination documents

Nominations are comprised of the documents and forms listed below. Nomination documents must be completed and submitted via SMA by the institution's TEAL (see Section 3.5). Nominees complete the online Equal Opportunities Monitoring survey themselves through Advance HE online surveys (TEALs will share the survey link).

Nomination documents and nominee information comprise the following:

- **Nominee Information:** For NTFS 2024 onwards, TEALs must collect the following information from each nominee and enter it onto the Advance HE SMA online platform:
 - + Nominee name and title
 - + Nominee job title, department and nominating institution name and address

- + Nominee contact details
- + Nominee thematic and subject area specialism(s)
- **Claim:** completed by the nominee using the Claim pro-forma downloaded by the TEAL. Nominees use the Claim proforma to write a narrative against each of the three award criteria (maximum 1500 words per award criterion) and to provide an overarching Context Statement (up to 300 words) and a Reference List (see Section 5.3 for details) for citations used within the Claim (excluded from the word count); see Appendix 1. A bilingual Welsh language version is also available for the TEAL to download. The completed Claim proforma should be submitted by the TEAL as a PDF file.
- **Signed Statement of Support:** a statement (maximum 1000 words) providing endorsement and an institutional perspective to support the nominee Claim. This statement should be written by a colleague in a senior position at the nominating institution (at the level of DVC/PVC or equivalent), who is familiar with the nominee's teaching and learning practice, using the proforma downloaded by the TEAL (see Appendix 2). The Institutional Statement of Support should be signed-off by the institution's Vice-Chancellor (or equivalent). A bilingual Welsh language version is also available for the TEAL to download. The completed Statement of Support should be submitted by the TEAL as a PDF file.
- **Equal Opportunities Monitoring Survey:** an online survey completed by the nominee. This data will be used anonymously to report on equality and diversity. TEALs will be emailed the survey link during Autumn 2024 and will need to share the link with their nominees.

3.3 Formatting requirements

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

- **Word limits:** where word limits are specified, all section headings, text within tables, graphs (all keys, headings, axes and labels), diagrams, in-text citations, endnotes and numerical characters **must be included in the word count**. Sections A and B of the nominee Claim have a strict maximum word limit; reviewers will not take into account any words exceeding the word limit.
- **Font:** Arial 12 point.
- **Diagrams:** are permitted. Any text appearing within the diagram must be added to the final word count for the relevant section.
- **Headers and footers:** headers should be used for the nominee's name and nominating institution and footers for page numbers.
- **Citations:** can be included in the body text or put as endnotes (rather than footnotes) for each section. These must be added to the final word count.
- **Hyperlinks:** do not include as hyperlinks add additional information outside the word limit. Advance HE will return Claims which include hyperlinked information.
- **Pictures, photographs and logos:** are not permitted- do not include.

- **File Saving:** The following naming convention should be used for all submitted files: <Initial.Surname_Institution_DocumentName> (e.g. J.Bloggs_UniofPoppleton_Claim)

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

3.4 Monitoring of equality and diversity data

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

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

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

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

For information about how Advance HE collects, stores and uses personal information about the NTFS nominees please review our [privacy statement](#).

3.5 Submission and receipt of nominations

Nomination documents must be submitted by a named central contact, or their designated deputy (the TEAL) at the institution through the SMA online platform. TEALs will need to create an account on SMA to enable them to upload the nomination(s). Full instructions are provided in the TEAL Handbook and SMA User Guide 2024.

All nomination documents must be uploaded by 12:00 noon (GMT) on Wednesday 13 March 2024. If the institution is nominating more than one individual, the TEAL will need to

upload nomination documents for each of the nominees on SMA; it is therefore essential that the correct file naming convention is adopted (Section 3.3).

The TEAL is acting on behalf of their institution, and it will be assumed by Advance HE that they are acting in accordance with the expectations of their senior management when submitting their institution's nomination(s).

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

Receipt of uploaded nominations will be acknowledged by an automated email sent to the TEAL from the SMA system. Please note the SMA online system will not allow incomplete nominations to be submitted.

Following submission, Advance HE will confirm that all documents have been received and are accessible in an email sent to the institution's TEAL from the mailbox ntfs@advance-he.ac.uk by 12:00 (GMT) on Wednesday 20 March 2024. If the TEAL has not received this confirmation from Advance HE by this date then we advise that they should contact Advance HE at ntfs@advance-he.ac.uk to confirm document receipt before a final deadline of 12:00 (GMT) on Friday 22 March 2024.

4. NTFS award criteria

All nominee Claims will be assessed on the evidence provided in relation to each of the three NTFS award criteria:

NTFS Criterion 1: Individual excellence

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

NTFS Criterion 2: Raising the profile of excellence

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

NTFS Criterion 3: Developing excellence

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

Reviewers will be looking for evidence of **value**, **reach** and **impact**, to be demonstrated within the narrative presented in Section B of the Claim document. Please note that each of the three award criteria above is given equal consideration in the assessment process and weighted equally in the overall score.

5. Developing the Claim

The nominee 'Claim' is made up of three sections:

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

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

5.1 Section A: Context Statement

Advance HE and the UK Teaching Excellence Awards Advisory Panel recognise that excellence in teaching and learning support will be situated within specific academic, professional and institutional contexts. The nature of the institutional context and each individual nominee's opportunity to contribute will be taken into account. *The Context Statement is fundamental to the review process, to enable reviewers to understand the role and setting of the nominee.*

The scheme recognises impact and engagement beyond a nominee's immediate academic or professional role. A nominee may, for example, have made a significant contribution to HE learning and teaching in an area that falls outside their substantive role (for criterion 2).

There will be considerable variation between nominees, reflecting differences in individuals' experience, their job roles and institutional contexts. The Context Statement (300 words) is at the beginning of the nominee's Claim and will not be scored by reviewers.

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. Explaining the nominee's context clearly helps reviewers to understand the Claim (they may come from very different contexts), but it can also help them see how the nominee's work stands out in that particular situation.

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

Information needs to be concise as there is a 300-word limit. Some advice to nominees about what types of information to include in their Context Statement, and what not to include, is outlined below.

What to include – explaining your context clearly helps reviewers to understand your Claim (they may come from very different contexts to you), but it can also help them see how your work stands out in a particular situation. You might consider including information such as:

- Information about your institution, which enables reviewers to understand the type of HE environment you work in, and the student body relevant to your work.
- Information about the learners you are discussing in Criterion 1 – who are the learners whose outcomes are being transformed? What do you teach if you teach? If you are in a professional role, who are the learners you support, or the staff you guide? If under Criterion 1, you are evidencing an impact on the teaching profession, it will be helpful to explain in the Context Statement who the colleagues you are influencing are, or what aspect of the HE profession you are discussing.
- Information about your discipline, field, specialist and/or professional area as relevant to the evidence you will be providing under the three award criteria.
- Information about your specific professional and/or academic role - to clarify the context for Criterion 1 (opportunities afforded by it) and to be able to demonstrate impact and engagement beyond your role in Criterion 2. Include dates where relevant to help reviewers understand your context and impact over time.
- Information that provides context to any wider activity you are involved in that you may be including under Criterion 2, e.g., sector bodies, industry. Remember that when you discuss the activity and evidence of value, reach and impact in Criterion 2 it is important to show how it raises the profile of excellence in HE teaching and learning. You may be able to clarify the context for this here.
- If you are drawing on evidence from more than one role or institution, include concise information about all roles and institutions relevant to your Claim – include relevant dates or a timeline to help reviewers to understand your account.
- Any other information about particular aspects of your situation that might be a factor shaping the evidence you provide, so for example if you are part-time, or if you have taken time out, or if you have any limitations on access to, for example, CPD opportunities.

Please note the Context Statement should be **written in the first person** (use 'I') – this is **your** Claim and **your** context.

What not to include in your Context Statement (as better used in Section B):

- Your philosophy of learning and teaching – if this is relevant to your Claim, it sits better in Criterion 1, or perhaps Criterion 3. If some element of this does provide context for the rest of your Claim, you can consider including a brief mention in the Context Statement, but if it is evidencing some aspect of your Claim (i.e. the value, reach or impact of: your individual excellence; how you raise the profile of excellence; or how you develop excellence through your CPD) then it needs to be under the relevant criterion, not in the Context Statement.
- Your awards, achievements, outcomes, publications – these are better included under one (or more) of the NTFS award criteria (wherever they provide the most useful evidence).
- Examples of your practice and information about specific teaching and learning initiatives you have introduced – best included under Criterion 1.
- Work that impacts upon professional bodies or wider HE communities - best included in Criterion 2
- Professional qualifications and/or engagement in ongoing professional learning activities (formal or informal) you have undertaken – best included in Criterion 3.

5.2 Section B: Claim against the three NTFS award criteria

Nominees should use Section B of the Claim to set out the evidence of the **value, reach and impact** of their practice against the three award criteria in turn. Each of the three parts of Section B must not exceed 1500 words. Reviewers 'score' each of the three parts separately. Appendix 3 sets out the scoring rubric used by reviewers to allocate scores to the evidence provided against each of the three award criteria.

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

Key points:

- + nominees should address and make a specific claim against each criterion in turn.
- + nominees should demonstrate impact on student outcomes and/or the teaching profession over a sustained period.
- + nominees should demonstrate that their practice is inclusive.
- + nominees need to draw upon explicit evidence of impact to support their claim against each award criterion.
- + to illustrate, some examples of possible sources of evidence might include (but are not limited to) some of the following, depending on the nominee's context:
 - student feedback and evaluations

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- 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., in relation to HE practice.
 - recognised achievements such as awards, accreditations, funding successes, external partnerships, etc.
 - quantitative data to indicate the scale, reach and impact of the nominee's work.
- + when selecting appropriate evidence, nominees should consider:
- use of evidence that is meaningful and convincing in support of the Claim; a focus on quality sources and not the quantity of different sources.
 - balance of types of evidence; for example, a mixture of qualitative and quantitative data where appropriate to the nominee's context. Although a useful source to include, it is recommended to avoid over-reliance on testimony.
 - balance of evidence across the three award criteria.
 - balance of evidence to demonstrate both currency, and that practice has been sustained.
 - only including evidence that relates to teaching and learning in the context of higher education (as opposed to, for example, teaching and learning in a primary or secondary context, or within professional profile activity that does not appropriately show relevance to HE learning and/or teaching).
- + In writing the Claim, nominees should consider how their writing style and the framing of the Claim best represents the excellence of their practice for a diverse range of readers.

The decision on what constitutes appropriate evidence of impact rests with the nominating institution and the nominee, but nominees are encouraged to ensure that the student voice is made explicit within Section B of the Claim.

Nominees, teaching and/or supporting learning within the wide variety of contexts that constitute UK higher education, inevitably demonstrate different communication and analytical styles and this will be accounted for in the assessment process. Claims will vary considerably in style and content; there is no 'expected' style or 'formula' to be followed.

Value, Reach and Impact

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

Value: The benefit derived for students and staff (which may take different forms). Value may include qualitative evidence such as a change in approach to learning among students or staff. For example, evidence may be provided about how the work being described has added value to the student learning experience or to teaching practice. Value may also

relate to the quality of enhanced experiences and the meaningfulness of practices. Some nominees may also be working in settings where there are positive explicit ethical elements to their practice.

Reach: The scale of influence. Though 'geographic' reach may be important for some nominees, it is useful to consider other ways that a nominee can demonstrate reach. Some nominees may demonstrate reach at a department/ faculty/ institution/ national/ global level, for example, but others might provide evidence of how their practice has reached different groups of students, individuals, staff teams and/or organisations (e.g. postgraduates, commuter students, BAME students, online learners, etc.).

Impact: The difference that has been made to policy, practice and/or student outcomes in an HE context as the result of an activity. The focus here is on explicit evidence of positive change taking place. Impact evidence can be both quantitative and qualitative, but it is important to show how the activities described have changed HE teaching practice and/or learning outcomes.

Addressing Criterion 1: Individual excellence

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

To give some illustrative examples, Criterion 1 could be demonstrated by providing evidence of the impact of:

- + stimulating students' curiosity and interest in ways which inspire a commitment to learning.
- + organising and presenting high quality resources in accessible, coherent and imaginative ways, which in turn clearly enhance students' learning.
- + recognising and actively supporting the full diversity of student learning requirements.
- + drawing upon the outcomes of relevant research, scholarship and professional practice in ways which add value to teaching and students' learning.
- + engaging with and contributing to the established literature or to the nominee's own evidence base for teaching and learning.

Addressing Criterion 2: Raising the profile of excellence

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

To give some illustrative examples, Criterion 2 could be demonstrated by providing evidence of the impact of:

- + making outstanding contributions to colleagues' professional development in relation to promoting and enhancing HE student learning in an HE context.

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

Please note that: evidence for criterion 2, as with all criteria, should specifically relate to HE teaching and learning, so in this instance any activity outside HE which is discussed should show how it is raising the profile of excellence in *HE teaching and learning*.

Addressing Criterion 3: Developing excellence

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

To give some illustrative examples, Criterion 3 could be demonstrated by providing evidence of the impact of:

- + on-going review and enhancement of nominee's individual professional practice.
- + engaging in professional development activities which enhance the nominee's expertise in teaching and learning support.
- + engaging in continuing professional development in relation to the impactful practices described in Criterion 1 or 2.
- + demonstrating how specific contributions arising from the nominee's professional development have enabled significant improvements in teaching practice, students' outcomes and/or experience.

Reviewers use a scoring rubric (Appendix 3) to 'score' each of the three parts of Section B of the nominee's Claim against each of the three NTFS award criteria; there is a possible overall maximum score of 27 from each of the three reviewers.

5.3 Section C: Reference List

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

Nominees **should not** list all of their publications and presentations, instead they should focus only on those that are directly linked to the material in Section B. Nominees should also be aware that the Reference List should not be used to add hyperlinks to further supporting material (refer to Section 3.3 above).

Though a word limit is not set for the Reference List, analysis of previous winning nominations indicates that a Reference List with more than 20 or less than 2 references is likely to be out of kilter with successful nominations. The Reference List should **only include citations directly referred** to within the evidence provided in Section B of the Claim.

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

6. Statement of Support

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

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

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

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

The Statement of Support (Appendix 2) should be completed using the pro-forma available to TEALs on Advance HE's SharePoint site. It is recommended that the nominee's Claim is read prior to the senior colleague composing the institution's Statement of Support, as it is most helpful when this statement aligns well with the Claim. In particular, the statement should:

- + endorse the validity of the nominee's Claim for outstanding impact.
- + provide an institutional context within which the nominee has been identified as having outstanding impact and outline any future plans to further disseminate their practice.
- + provide confirmation of institutional support for the nominee, should they be successful, in terms of carrying out any responsibilities associated with having a National Teaching Fellowship.
- + provide any additional supporting information which might be most appropriately expressed by a colleague working in a senior role (e.g. at the level of DVC/PVC or equivalent).

- + be endorsed by the Vice-Chancellor/ Principal/ President (or equivalent) to formalise the nomination and provide the name, job title and signature of the Vice-Chancellor/ Principal/ President (or equivalent).

7. Review and selection process

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

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

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

In 2024, Advance HE will allocate all nominations to three reviewers, avoiding any conflicts of interest. The reviewers score each of the three criterion 0-9. A series of algorithms are applied to differentiate scores and create overall ranking. Where one reviewer's scores are defined as discrepant from the other two reviewers' scores, a fourth reviewer will be used, and the three closest scores used in the ranking calculations.

All reviewers assess each Claim independently and without consultation.

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

Advance HE is committed to promoting equality, diversity and inclusion. In processing nominations, it ensures that no nominee is treated less favourably than others on the grounds of gender, race, nationality, ethnic or national origin, religious or political beliefs,

disability, marital status, social background, family circumstances, sexual orientation, gender reassignment, spent criminal convictions, age, or for any other unlawful reason.

8. ANTF support events

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

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

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

9. Outcomes and publicity

All nominees and their TEALs will be informed of the outcome of their nomination via email in the week commencing Monday 24 June 2024. The Vice-Chancellor/ Principal/ President (or equivalent) of each nominating institution will also be informed if their nominees are winners on this date.

The announcement of 2024 NTFS award holders will be **strictly embargoed until Thursday 8 August 2024**. While under embargo, successful nominees and their TEALs are permitted to disclose news of their win to relevant members of their HEP's marketing and communications team for planning purposes; these colleagues must then also adhere to the conditions of the embargo. Please direct all queries regarding plans for announcement day to communications@advance-he.ac.uk.

It is a condition of the NTFS competition that award winners, and their nominating institutions, do not share news of their success before this date in order to maximise publicity. Contravention of this requirement could lead to the award being revoked. The names of the 2024 NTFS award winners will be officially announced on Thursday 8 August 2024 on Advance HE's website and in a press release.

Institutions are welcome to announce and celebrate their winners **from 08:00 (BST) on Thursday 8 August**.

Each successful NTF will receive an **interactive digital NTF badge** on, or soon after, the official outcome announcement date. This can be downloaded and shared or added to their email signature. See example below:



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

9.1 Publicity Information and Photographs

The following information will be requested by the Advance HE Marketing team from the TEAL and/or successful nominee at the time that the individual outcomes have been released (see above, week commencing 24th June 2024) for use on the Advance HE website and in the ceremony brochure. Information and photographs should be submitted to communications@advance-he.ac.uk by **15 July 2024**.

Nominee Information:

- + Personal profile (long). Please provide a 350 word personal profile written in the third person (he/she/they) i.e. 'Dawn Pendragon works at the University of Hewartsh'. to include:
 - A brief background. This should give highlights of your career that reflect on the impact you have had on student outcomes and the teaching profession;
 - Make it specific and in relation to your particular pedagogic area/development/activity;
 - Make it personal. Discuss the achievements of which you are most proud.
- + Personal profile (short). Please provide a 50-word summary of your personal profile, in the third person.
- + Social media contacts such as personal Twitter handle, LinkedIn profile, Institutional Twitter handle (as appropriate)

Photographs:

Photographs will only be requested for NTFS winners and will be requested by the Advance HE Marketing team from the TEAL and/or successful nominee at the time that the individual outcomes have been released (see above, week commencing 24th June 2024) for use on the Advance HE website and in the ceremony brochure. Photographs should be submitted to communications@advance-he.ac.uk.

- + Photograph requirements:

- Three different high-resolution photographs of 1Mb and 300dpi (minimum) (note that this can be achieved with most smartphones and non-professional cameras);
- Photographs should be submitted In JPEG format;
- All photographs should be in landscape format;
- Photographs should be of the successful nominee only.

Please note that the submission of photographs indicates that a HEP has sought nominee agreement for the use of these images by Advance HE and in submitting images to Advance HE, individuals are providing consent for Advance HE to use these images for promotional purposes or publicity. Nominees are also confirming that they are the owner of any intellectual property rights or have appropriate license to share these images with Advance HE and for Advance HE to use the images provided for this purpose.

If nominee information and photographs are not received ahead of the deadline, the winner's profile will show their name and institution only. We cannot guarantee that information and imagery received after the deadline (15 July 2024) will be edited and uploaded in time for the official announcement.

9.2 Written feedback

Following the publication of the outcome of NTFS 2024, Advance HE will issue individual written feedback to all nominees and their TEAL by the end of September 2024. This timeframe is necessitated by the large volume of NTF nominations received, and the considerable work involved in checking and collating the written feedback from each of the three reviewers for the three NTF criteria. This qualitative feedback from the reviewers should support plans for future development. Reviewer scores and nominee rankings are not released.

10. Award ceremony and briefing event

The 2024 NTFS awards will be presented at a celebratory dinner, to which successful nominees, their personal guest, and their Vice-Chancellor/ Principal/ President (or equivalent) will be invited. The in-person ceremony will be held in Autumn 2024 (date to be confirmed).

Appendix 1: NTFS 2024 Nominee Claim form

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

Word count for evidence against Criterion 2 (maximum 1500 words)	<i>Enter word count for Criterion 2 here (include word count within tables, graphs and diagrams):</i>
Criterion 3: Developing excellence Show the nominee's commitment to and impact of ongoing professional development with regard to teaching and learning and/or learning support.	
Word count for evidence against Criterion 3 (maximum 1500 words)	<i>Enter word count for Criterion 3 here (include word count within tables, graphs and diagrams):</i>
Section C: Reference List (not scored by reviewers)	
Nominee signature*: (A typewritten name is acceptable)	
Date:	
By submitting this document, I confirm that: <ul style="list-style-type: none"> • I am not currently a TEAL or Deputy TEAL or a Team Leader for a CATE 2024 nomination • I have read, understood and agree to the Advance HE Privacy Statement. • I agree that the TEAL for my Institution can complete my online nomination, including my personal information. • This Claim is solely my own work. 	

Appendix 2: Statement of Support form

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

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

Appendix 3: NTFS 2024 scoring rubric

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

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

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



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