

# **+ National Teaching Fellowship Scheme (NTFS) 2027**

**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 5 October 2026          | <p><b>Call for nominations opens</b></p> <p><i>NTFS 2027 Guidance for Institutions and Individuals</i> will be available on the Advance HE website. Teaching Excellence Awards Leads (TEALs) will be able to access and download Word versions of the nomination <i>pro-formas</i> from the <a href="#">Teaching Excellence Awards Lead (TEAL) Contact Network</a> group on Connect.</p> |
| <b>Wednesday 10 March 2027</b> | <p><b>Nominations close</b></p> <p>Nominee details and all electronic copies of nomination documents must be uploaded by the TEAL to Advance HE's Survey Monkey Apply (<a href="#">SMA</a>) online platform by <b>12:00 noon (GMT)</b>. Access to SMA will close to TEALs at this time.</p>                                                                                              |
| w/c Monday 21 June 2027        | <p><b>Nominees, TEALs and Vice-Chancellors notified of outcome</b></p> <p>Nominees and TEALs will be informed of the outcome. Vice-Chancellors/Principals/Presidents (or equivalent) of nominating institutions will only be informed of any winners. Please note that this information is embargoed until the official announcement.</p>                                                |
| Thursday 5 August 2027         | <p><b>Official announcement</b></p> <p>Advance HE announces the new 2027 National Teaching Fellows.</p>                                                                                                                                                                                                                                                                                  |
| By end of August 2027          | <p><b>Nominee feedback issued</b></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 2027                    | <p><b>Award Ceremony</b></p> <p>The Award Ceremony will be held in early Autumn 2027 (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 2027 NTFS award round. **Institutions that wish to change their TEAL, or the TEAL's contact details, should email the team at [ntfs@advance-he.ac.uk](mailto:ntfs@advance-he.ac.uk).**

## 2 Introduction

The National Teaching Fellowship Scheme (NTFS) recognises, rewards and celebrates individuals working in **UK Higher Education (HE)** who have made an outstanding impact on student outcomes and/or the teaching profession.

The NTFS is organised and run by Advance HE. Participation is a benefit of Advance HE UK Strategic or Access membership, with no additional fee. Eligible member institutions may nominate **up to three members of staff who teach and/or support learning in higher education**. These individuals are referred to as nominees, and the submission made on their behalf as a '**nomination**'.

Nomination documents are available from the private [Teaching Excellence Awards Lead \(TEAL\) Contact Network](#) group on Advance HE's Connect platform. TEALs submit nominations through Advance HE's [SurveyMonkey Apply \(SMA\)](#) online platform.

55 National Teaching Fellowships will be awarded in 2027, recognising outstanding impact on teaching and/or learning support. Advance HE will promote the work of all winners and showcase their contributions to student outcomes and/or the teaching profession.

New National Teaching Fellows (NTFs) will be invited to join the Association of National Teaching Fellows (ANTF), providing opportunities to act as ambassadors for the scheme, collaborate with other NTFs and contribute to the enhancement of learning and teaching. NTFs are also eligible to use the postnominal 'NTF' and will receive a digital badge. The 2027 NTFS awards will be presented at a celebratory dinner in Autumn 2027.

The UK Teaching Excellence Awards Advisory Panel advises on the NTFS criteria, review process, and selection of winners. The Panel is independent of Advance HE and comprises senior HE representatives from across the UK nations and other relevant stakeholders.

Further information about the [NTFS](#) is available on the Advance HE website, and about the [Association of National Teaching Fellows](#) on their own website.

### 2.1 Updates for NTFS 2027

- + **Visual elements:** New guidance has been added on the use of visual elements in Claims (*Section 3.3*).
- + **Statements of Support:** Existing guidance has been clarified to confirm that Statements of Support **must** be signed off by the nominating institution's VC or equivalent (*Section 6*).
- + **File naming:** A new file-naming convention has been introduced for all files submitted via SMA: <InitialSurnameInstitutionDocumentName> (e.g. *TSmithUniofLevenheathClaim*) (*Section 3.3*).
- + **Microsoft Word:** TEALs and nominees are advised to use the desktop version of Microsoft Word, rather than Word Online, when completing the *pro-formas*, to help preserve formatting (*Section 3.2*).
- + Minor revisions have also been made to wording and presentation throughout the guidance.

## 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 may nominate up to **three individual members of staff** who can demonstrate outstanding impact on higher education student outcomes and/or the teaching profession.

Institutions are strongly encouraged to ensure their selection processes reflect the diversity of their staff body and are inclusive of the range of ways in which staff teach and/or support learning. Below is a summary of eligibility considerations for NTFS:

| Eligibility consideration            | Details                                                                                                                                                                                                                                                                                                |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Role</b>                          | Staff in <b>any role that contributes to higher education student outcomes and/or the teaching profession</b> , including professional staff who support HE learning are eligible for nomination. Nominees must be employed by the nominating HEP at the time of submission (Wednesday 10 March 2027). |
| <b>Career stage</b>                  | Nominee may be at <b>any stage of their career</b> .                                                                                                                                                                                                                                                   |
| <b>Employment status</b>             | Nominees may be employed <b>full-time, part-time, fractionally, sessionally</b> , or on an <b>hourly paid, fixed-term or on another non-permanent basis</b> , by the nominating institution.                                                                                                           |
| <b>Institution</b>                   | Nominees must be staff who teach and/or support HE student learning within an <b>Advance HE member institution</b> , including through teaching, research and/or learning support. Staff employed by a UK member HEP and working at an overseas campus are also eligible.                              |
| <b>Institutional nomination only</b> | Each member institution may nominate up to three individuals. Individuals <b>cannot apply directly</b> to the NTFS.                                                                                                                                                                                    |

There are some practical restrictions on who can be nominated each year, summarised below (please contact the Awards Team for more details):

| Role                                                       | Eligibility Restriction                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Nominated CATE Team Leaders and Deputy Team Leaders</b> | Individuals <i>cannot</i> be nominated for NTFS and be a nominated CATE Team Leader or Deputy CATE Team Leader in the same Awards round. They can be a member of CATE Team nominated in the same Awards round in a role <i>other</i> than Team Leader or Deputy Team Leader.                                                                                                                       |
| <b>TEALs and Deputy TEALs</b>                              | TEALs and Deputy TEALs <i>cannot</i> be nominated for NTFS. Those wishing to be nominated must step down from their role for the relevant Awards round. Please contact <a href="mailto:ntfs@advance-he.ac.uk">ntfs@advance-he.ac.uk</a> to advise of the change and provide contact details for the replacement TEAL/Deputy TEAL. SMA access will be reassigned to prevent a conflict of interest. |
| <b>NTFS Reviewers</b>                                      | Individuals <i>cannot</i> be nominated for NTFS and act as a volunteer peer reviewer for NTFS in the same Awards round, they <i>can</i> act as a peer reviewer for CATE in the same Awards round.                                                                                                                                                                                                  |

### Inclusive selection

Advance HE encourages employment practices that support equitable outcomes in recruitment, retention and career development across the HE sector. Institutions should ensure their nomination processes are inclusive and do not discriminate against individuals in relation to the protected characteristics set out in the *Equality Act 2010*. Selection processes should also recognise the variety of ways in which staff who teach and/or support learning are employed.

### Previous NTFS data indicates under-representation of:

- The wide range of **professional staff that support HE student learning** (to give some examples: learning developers, learning technologists, learning designers, careers and employability advisors, library staff, student support staff, academic skills developers, academic advisors, technicians, placement officers, etc.)
- part-time, fractional, sessional and hourly-paid staff;
- ethnic minority staff groups relative to HESA statistics;
- staff working within the college sector and alternative providers; and
- males relative to HESA statistics.

Institutions are encouraged to consider how their internal selection process can create a positive profile for nominees and how they will support nominees who are unsuccessful in the highly competitive NTFS process.

## Claim integrity requirements

The Claim must be the nominee's own work. Institutions are responsible for ensuring the integrity and authenticity of the Claim, and Advance HE may process nominations through anti-plagiarism software.

Generative AI tools may be used appropriately to support development of a Claim, for example for spelling and grammar, but the content must remain the nominee's personal work.

## 3.2 Nomination documents

Each NTFS nomination comprises the following components, which must be completed and submitted via SMA by the institution's TEAL (see *Section 3.5*).

| Component                          | Key requirements                                                                                                                                                                                                                                                                                                                                                                              | Completed by                                                                                           |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Nominee Information</b>         | Nominee name and title; job title; department; institution name and address; contact details, including a telephone number the nominee consents to being used if successful; and thematic and subject area specialism(s).<br><br><b>Entered directly into SMA.</b>                                                                                                                            | TEAL                                                                                                   |
| <b>Claim</b>                       | Claim against the three NTFS award criteria (maximum 1,500 words per criterion), an overarching Context Statement (up to 300 words) and a Reference List. The Context Statement and Reference List are excluded from the word count. See <i>Section 5</i> and <i>Appendix 1</i> .<br><br><b>Completed by the nominee and submitted by the TEAL as a PDF via SMA.</b>                          | Nominee                                                                                                |
| <b>Signed Statement of Support</b> | Institutional endorsement and perspective on the Claim (maximum 1,000 words), written by a <b>DVC/PVC/Director of Professional Services area or equivalent</b> who is familiar with the nominee's teaching and learning practice. Must be signed off by the Vice-Chancellor or equivalent. See <i>Section 6</i> and <i>Appendix 2</i> .<br><br><b>Submitted by the TEAL as a PDF via SMA.</b> | DVC/PVC/Director of Professional Services area or equivalent ( <b>sign off by VC, or equivalent</b> ). |

**The TEAL is responsible for co-ordinating the completion of all nomination components and submitting the complete nomination via SMA.**

**Pro-formas:** The Claim and Statement of Support *pro-formas*, including bilingual Welsh-language versions, are available for TEALs to download from the private TEAL Network group on [Connect](#). We ask that TEALs open and use the *pro-formas* in the desktop version of Microsoft Word, rather than Word Online, to preserve formatting.

### Equal Opportunities Monitoring Survey

After the submission deadline, nominees will be invited by the Advance HE Awards Team to complete an online Equal Opportunities Monitoring survey (see *Section 3.4*). Responses will be reported anonymously to the UK Teaching Excellence Awards Advisory Panel. The survey link will be emailed after nominations close on Wednesday 10 March 2027.

### 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.

| Requirement                | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Word limit</b>          | Sections A and B have strict maximum word limits. Any content exceeding these limits will not be considered by reviewers. For each Section B criterion response (C1, C2 and C3), nominees must provide separate word counts for: <b>(1) Figures and visual elements</b> , including all words within figures, diagrams, graphs and tables, and <b>(2) main body text</b> , including section headings, in-text citations and endnotes. <b>The combined total must not exceed the overall word limit for the criterion.</b> |
| <b>Font</b>                | Arial, 12 point.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Headers and footers</b> | Include the nominee's name and nominating institution in the header and page numbers in the footer.                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Citations</b>           | Citations may be included in the body text or as endnotes for each section. These must be included in the final word count.                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Hyperlinks</b>          | <b>Do not include hyperlinks in the Claim</b> , as these provide additional information outside the word limit. Claims containing hyperlinks will be returned. Internet addresses may be included in the Reference List to identify online sources, but reviewers are instructed not to follow them.                                                                                                                                                                                                                       |
| <b>File Name</b>           | Use the following naming convention for all files submitted on SMA: <InitialSurnameInstitutionDocumentName> (e.g. TSmithUniofLevenheathClaim).                                                                                                                                                                                                                                                                                                                                                                             |

## Use of visual elements

Simple visual elements may be used to present or clarify evidence that supports the Claim. They should add clear evidential value and communicate information that would otherwise be difficult to present as clearly or concisely in text. Visual elements are not assessed by reviewers on design quality, aesthetic presentation or graphical sophistication, but on the extent to which they support the communication of evidence.

Visuals should clarify, organise or summarise evidence presented in the Claim, rather than introduce additional evidence or provide persuasive or emotional context. For example, a graph can make a pattern in existing evidence clearer, while a photograph, logo or screenshot may introduce additional information or context that is not part of the evidence being claimed.

Before including a visual, nominees should ask: *What does this show, and does it contribute to the evidence in my Claim in a way that cannot be communicated through text alone?*

**Examples of permitted visual elements** include tables, bar charts, line graphs, pie charts, scatter plots, flowcharts, process diagrams, Venn diagrams, fishbone diagrams, timelines, mind maps, conceptual or framework diagrams, matrices (e.g. SWOT analyses), and grids comparing categories or variables.

**Visual elements that are not permitted** include photographs, illustrations or drawings, screenshots, logos or icons, maps, scanned text, decorative or artistic images, and infographics containing non-essential visual elements.

All text within visual elements, including headings, labels, keys and axis titles, must be included in the 'figures' word count.

## Testimonials

Student testimonials should be attributed in a way that provides relevant context about the learner while maintaining anonymity, for example, "*UG Student*" or "*PG Workshop Attendee*". Testimonials from colleagues or other stakeholders may include their name, with consent, or be anonymised where appropriate.

**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 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

Advance HE collects equality and diversity data through the Equal Opportunities Monitoring Survey for statistical monitoring. This information does not form part of the Claim and is **not shared with reviewers**. Responses are collated and reported anonymously to the UK Teaching Excellence Awards Advisory Panel. The survey must be completed by the nominee, not the TEAL, and the Awards Team will contact nominees directly (see *Section 3.2*).

Personal data provided as part of an NTFS nomination will be held confidentially by Advance HE. Nomination documentation will only be shared with reviewers and the UK Teaching Excellence Awards Advisory Panel as described in this guidance.

For information about how Advance HE collects, stores and uses personal information relating to NTFS nominees, please see the [Privacy Statement](#).

### 3.5 Submission and receipt of nominations

Nomination documents must be submitted by the institution's TEAL through the SMA online platform. TEALs must have an SMA account to upload nominations. Full instructions are provided in the *TEAL Handbook and SMA User Guide 2027*.

#### Deadline

All nomination documents must be uploaded by **12:00 noon (GMT) on Wednesday 10 March 2027**.

#### Multiple nominations

Where an institution nominates more than one individual, the TEAL must upload a complete set of documents for each nominee. The correct file naming convention must be used (see *Section 3.3*).

#### Institutional submission

The TEAL submits nominations on behalf of their institution and is expected to have the appropriate authorisation from their institution's senior management.

#### Language

Nominations may be submitted in English or Welsh. Nominations submitted in Welsh must also include an English-language version of all documents for review purposes.

#### Confirmation of Receipt

Receipt of an uploaded nomination will be acknowledged by an automated email from the SMA system to the TEAL. The system will not allow incomplete nominations to be submitted.

Advance HE will then confirm by email that all documents have been received and are accessible by **17:00 on Friday 12 March 2027**. If confirmation has not been received by this time, the TEAL should contact [ntfs@advance-he.ac.uk](mailto:ntfs@advance-he.ac.uk) to confirm receipt by **17:00 on Monday 15 March 2027**.

## 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 1, 2, and 3 (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 teaching and learning support are shaped by different academic, professional and institutional contexts. Reviewers will consider the nominee's role, working environment and opportunities to contribute when assessing the evidence in the Claim.

The **300-word Context Statement** appears at the beginning of the Claim. It is **not scored** but provides essential context for reviewers, helping them understand the nominee's role and interpret the evidence presented in Section B.

The Context Statement should:

- situate the nominee's role and working context, particularly where these are important to understanding the Claim;
- highlight aspects of the nominee's context that are most relevant to their evidence, including contributions that extend beyond their core role; and
- provide sufficient context for reviewers from different settings to understand the nominee's work.

It should **not** include evidence of impact or repeat material intended to demonstrate the nominee's reach, value or impact. Nominees should also avoid lengthy descriptions of their institution's history, status or prestige.

As there is a **strict 300-word limit**, the Context Statement should be concise and focused. Further guidance on what to include and avoid is provided below.

### What to include

Use the Context Statement to provide the information reviewers need to understand your Claim and the context in which your work has taken place. Reviewers may come from very different institutional, professional or disciplinary settings, so consider including information on:

- **Your institution and student body:** the type of HE environment in which you work and the learners relevant to your Claim.
- **Your learners or professional audience:** who you teach, support, guide or influence, including colleagues or the wider teaching profession where relevant.
- **Your discipline, field or professional area:** information that helps reviewers understand the context of your evidence.
- **Your role and career context:** your academic and/or professional role, including relevant dates, responsibilities or opportunities that help reviewers understand your Claim.
- **Wider activity:** brief context for work beyond your immediate role, such as activity with sector bodies or industry, particularly where this is relevant to Criterion 2.
- **Multiple roles or institutions:** concise information about other roles or institutions from which you draw evidence, including relevant dates where helpful.
- **Other relevant circumstances:** factors that have shaped your opportunities or experience, such as working part-time, career breaks or access to ongoing professional development.

You do not need to cover all of these areas. Focus on the aspects of your context that are most relevant to understanding your Claim.

The Context Statement should be written in the first person ('I'). This is your Claim and your context.

### What *not* to include

The Context Statement should provide **context rather than evidence** for your Claim. Avoid using it to demonstrate your achievements, impact or value. Examples of content better placed in Section B include:

- **Your teaching and learning philosophy** - include this under Criterion 1 or 3 where it supports your evidence.
- **Awards, achievements, outcomes and publications** - include these under the criterion where they provide relevant evidence.
- **Examples of your teaching and learning practice or initiatives** - include these under Criterion 1.
- **Work with professional bodies or wider HE communities** - include this under Criterion 2.
- **Professional qualifications and professional learning or development** - include this under Criterion 3.

**A simple test:** if the information is being used to demonstrate your reach, value or impact, it belongs in the relevant criterion rather than the Context Statement.

## 5.2 Section B: Claim against the three NTFS award criteria

Nominees should use Section B to make **a specific claim against each of the three NTFS award criteria**, supported by evidence of the **value, reach and impact** of their practice.

Each criterion has a **maximum of 1,500 words**, including text within diagrams, charts and tables. Reviewers score each criterion separately using the scoring rubric in *Appendix 3*.

There is no single way to evidence the criteria. The most appropriate evidence will depend on the nominee's role, practice and context. The examples below are illustrative rather than exhaustive.

### What should the Claim demonstrate?

Across Section B, nominees should:

- demonstrate impact on student outcomes and/or the HE teaching profession;
- provide explicit evidence of impact to support each claim;
- demonstrate how their practice has been sustained over time, where relevant;
- use evidence that is meaningful and convincing, prioritising quality over quantity;
- draw on an appropriate range of evidence, including qualitative and quantitative evidence where relevant;
- make the student voice explicit where appropriate;
- demonstrate how their practice has benefitted different groups of learners; and

- ensure that evidence relates to teaching and learning in higher education.

Possible sources of evidence include:

- student feedback, evaluations and other student voice;
- student data, such as progression, achievement, retention or engagement;
- feedback or data from colleagues and other stakeholders;
- evidence of the adoption or use of approaches, resources or publications;
- work with partner organisations, professional bodies or other external organisations;
- recognised achievements, such as awards, accreditations, funding or partnerships, where these provide evidence relevant to the Claim; and
- quantitative evidence demonstrating the scale, reach or impact of the work.

Nominees should select evidence that is **relevant to their particular context** rather than attempting to include as many different types of evidence as possible. Testimonial evidence provides valuable perspectives on impact and can be strengthened by linking it to other evidence in the Claim.

## Value, reach and impact

Reviewers will consider the extent to which the Claim demonstrates **value, reach and impact**. These may take different forms depending on the nominee's context.

| Value                                                                                                                                                                                                                            | Reach                                                                                                                                                                                                                   | Impact                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The benefit or enhancement resulting from the nominee's practice for students, staff or the HE teaching and learning environment. This may include qualitative evidence of changes in experience, learning or teaching practice. | The scale or breadth of the nominee's influence. This may be demonstrated through the range of students, staff, teams, disciplines, organisations or communities reached, as well as geographical reach where relevant. | The difference made as a result of the nominee's practice, such as demonstrable changes to student outcomes, teaching practice, policy or the learning experience. Impact should be supported by explicit evidence of positive change. |

Every nominee will demonstrate value, reach and impact in a different way. The strongest Claims will use evidence appropriate to the nominee's context to demonstrate what changed, who benefited or was reached, and what difference the nominee's practice made.

## Writing the Claim

Claims will vary in style and content because nominees work across a wide range of roles and HE contexts. There is **no expected style or formula**. Nominees should consider how

they can communicate their evidence clearly and convincingly to reviewers from different backgrounds.

## Addressing the Criteria

| Criterion                                                 | Focus and key question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Illustrative evidence                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Criterion 1:<br/>Individual excellence</b>             | <p><b>Focus:</b> Your individual practice and its impact on student outcomes and/or the teaching profession, in relation to your context and the opportunities available to you.</p> <p><b>Key question:</b> <i>What difference has my individual practice made?</i></p>                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Inspiring curiosity, interest and commitment to learning.</li> <li>• Developing and presenting high-quality, accessible and effective resources.</li> <li>• Responding to diverse student learning needs.</li> <li>• Applying relevant research, scholarship and professional practice to enhance teaching and learning.</li> <li>• Contributing to the evidence base or literature on teaching and learning.</li> </ul> |
| <b>Criterion 2:<br/>Raising the profile of excellence</b> | <p><b>Focus:</b> Your influence on others and your impact beyond your immediate academic or professional role, including influence on colleagues, practice and/or policy.</p> <p><b>Key question:</b> <i>What difference have I made through influencing or supporting others?</i></p> <p><b>Important:</b> Professional development you provide <i>for colleagues</i> belongs here, rather than under Criterion 3. Any activity <i>outside HE</i> should clearly demonstrate its relevance to excellence in HE teaching and learning.</p> | <ul style="list-style-type: none"> <li>• Supporting colleagues' professional development in relation to HE teaching and learning.</li> <li>• Contributing to departmental, faculty, institutional or national initiatives that enhance student learning.</li> <li>• Influencing positive change in pedagogic practice, policy or procedure.</li> </ul>                                                                                                            |

|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Criterion 3:<br/>Developing<br/>excellence</b></p> | <p><b>Focus:</b> Your <b>own CPD</b> in teaching, learning and/or learning support, and its impact on your practice and students.</p> <p><b>Key question:</b> <i>What difference has my CPD made to my practice and its impact?</i></p> <p><b>Important:</b> Do not include CPD opportunities you have created for others, which belong under Criterion 2. Focus on impact already achieved, rather than future plans.</p> | <ul style="list-style-type: none"> <li>• Reviewing and enhancing your professional practice.</li> <li>• Undertaking CPD that develops your expertise.</li> <li>• Applying CPD to enhance the practice described under Criteria 1 and/or 2.</li> <li>• Demonstrating how CPD has contributed to improvements in teaching practice, student outcomes and/or experience.</li> </ul> |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 5.3 Section C: Reference List

Section C should list the references directly cited in Section B. These may include relevant research, scholarship, professional practice or other sources that have informed the evidence presented.

The Reference List should not include a full list of the nominee's publications or presentations. Include only sources directly referred to in Section B. It must not be used to provide hyperlinks to additional supporting material (see *Section 3.3*).

There is no word limit for the Reference List. As a guide, previous successful nominations have typically included 2–20 references. The Reference List is not scored. Its purpose is to allow reviewers to identify cited sources and appropriately acknowledge the work of others that has informed the nominee's practice.

## 6 Statement of Support

The Statement of Support is a complementary part of the nomination. It provides an institutional perspective on, and endorsement of, the Claim, confirming the significance of the nominee's work and its value, reach and impact. It should not introduce new or supplementary evidence. The Claim and supporting evidence must be presented in Section B. The Statement of Support should provide independent endorsement and context for the claims made in Section B. Please see the summary table below:

| Requirement                  | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Who writes it?               | A senior colleague at the nominating institution, at <b>DVC/PVC/Director of Professional Services level or equivalent</b> , who is familiar with the nominee's teaching and learning practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| What should it do?           | <p>Endorse the Claim and provide an institutional perspective on the significance, value, reach and impact of the nominee's work. This might include the strategic importance of their work or the change resulting from their actions.</p> <p>Provide institutional context and explain how the nominee's work has been recognised within the institution and, where relevant, how the institution plans to further support or disseminate their practice.</p> <p>Confirm the institution's support for the nominee, should they be successful, including support for any responsibilities associated with holding a National Teaching Fellowship.</p> |
| Who should provide sign-off? | The Vice-Chancellor, Principal, President or equivalent <b>must</b> sign off the Statement of Support to confirm formal institutional endorsement. Their name, job title and signature must be provided.                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## 7 Review and selection process

Each nomination is assessed by independent external peer reviewers against the three award criteria in Section B of the Claim.

NTFS reviewers are experienced HE teaching and learning professionals, independent of Advance HE, who support the review process on a voluntary basis. All reviewers have experience in criteria-based assessment, complete a moderation exercise and undertake NTFS reviewer training before reviewing nominations.

Each nomination is allocated to **three reviewers**, with conflicts of interest managed before allocation. Reviewers assess each Claim independently and confidentially, without consultation with one another. Reviewer identities are not shared with nominees, nominating institutions or the UK Teaching Excellence Awards Advisory Panel during the selection and award process.

Reviewers score each of the three criteria 0–9, using the scoring rubric in *Appendix 3*. Each criterion is equally weighted, giving a maximum possible score of 27. Reviewers will not consider content exceeding the 1,500-word limit for each criterion. Where reviewer

scores are identified as discrepant, Advance HE uses an additional reviewer to support a fair and consistent assessment process.

Advance HE oversees the peer review process and monitors its operation to ensure that nominees are treated fairly and consistently. Advance HE is committed to equality, diversity and inclusion and processes nominations in accordance with relevant equality requirements.

The UK Teaching Excellence Awards Advisory Panel has oversight of the review process and makes recommendations for award winners. Separately, and independently of its role in the review process, the Panel also considers anonymised equal opportunities monitoring data to maintain oversight of the diversity and inclusivity of the pools of nominees and reviewers.

## 8 ANTF support events

The **Association of National Teaching Fellows (ANTF)** offers free online support workshops for individuals preparing an NTFS nomination. Previous participants have found these useful when developing their Claims.

Aspiring NTFs, and those who support them, are invited to register on the [AHE website](#). We encourage TEALs to promote these events within their institution.

## 9 Outcomes and publicity

All nominees and their TEALs will be notified of the outcome by email in the **week commencing Monday 21 June 2027**. The Vice-Chancellor/Principal/President (or equivalent) of each nominating institution will also be notified if a nominee is successful.

The results will remain **strictly embargoed until 08:00 (BST) on Thursday 5 August 2027**. Successful nominees and their TEALs may share news of the award with relevant institutional marketing and communications colleagues for planning purposes, who must also observe the embargo. Queries about announcement plans should be directed to [communications@advance-he.ac.uk](mailto:communications@advance-he.ac.uk).

Award winners and their institutions must not publicly announce their success before the embargo lifts. Breaching the embargo may result in the award being revoked. From 08:00 (BST) on Thursday 5 August 2027, institutions are welcome to announce and celebrate their winners. Advance HE will officially announce the 2027 NTFS award holders on its website and through a press release on the same date.



Each successful NTF will receive an interactive digital NTF badge on or shortly after the announcement date. The badge can be downloaded and shared or added to an email signature and includes information about the NTFS award criteria and the NTF's online certificate. See example.

The NTFS is a competitive scheme, and the UK Teaching Excellence Awards Advisory Panel's decision is final. **No appeals can be made against the outcome.**

Concerns about the fair administration of the nomination process should be raised through the Advance HE complaints process. In the first instance, please contact [ntfs@advance-he.ac.uk](mailto:ntfs@advance-he.ac.uk).

## 9.1 Publicity Information and Photographs

Following notification of outcomes (see above), the Advance HE Marketing and Communications Team will request information and a photograph from new NTFS award holders for use on the Advance HE website and in the ceremony brochure.

Information and photographs must be submitted via the online form provided to winners by **Friday 9 July 2027**.

| Requirement                     | Details                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personal profile - long</b>  | <b>350 words</b> , written in the third person (e.g. <i>"Dawn Pendragon works at the University of Heworth"</i> ). Include: a brief career background highlighting impact on student outcomes and/or the teaching profession; information about the NTF's pedagogic area, development or activity; and personal achievements of which the NTF is most proud. Examples of previous profiles are available on the Advance HE website. |
| <b>Personal profile - short</b> | <b>50-word</b> summary of the personal profile, written in the third person.                                                                                                                                                                                                                                                                                                                                                        |
| <b>Social media</b>             | Relevant social media contact details, such as a LinkedIn profile or Bluesky handle.                                                                                                                                                                                                                                                                                                                                                |
| <b>Photograph</b>               | One high-resolution photograph ( <b>minimum 1MB and 300dpi</b> ), submitted in <b>JPEG, landscape format</b> . The photograph should show the successful nominee only. Most smartphones and non-professional cameras can meet these requirements.                                                                                                                                                                                   |

**Image rights and consent:** By submitting a photograph, the winner confirms that they consent to Advance HE using the image for promotional and publicity purposes and that they own the relevant intellectual property rights or have permission to provide and use the image for these purposes.

If the required information and photograph are not received by Friday 9 July 2027, the winner's profile will show their name and institution only. Advance HE cannot guarantee that materials received after this date will be processed in time for the official announcement.

## **9.2 Written feedback**

Following publication of the NTFS 2027 outcome, Advance HE will provide individual written feedback to all nominees and their TEAL by the end of August 2027.

Feedback is collated from the three reviewers against each of the three award criteria and is intended to support nominees' future development. Reviewer scores and nominee rankings are not released.

## **10 Award ceremony**

The 2027 NTFS awards will be presented at a celebratory dinner in Autumn 2027 (date and venue to be confirmed). Successful nominees, their personal guest and their Vice-Chancellor/Principal/President (or equivalent) will be invited.

# Appendix 1: NTFS 2027 Nominee Claim form

|                                                                                                                                                                                                                                                                                     |                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name:</b>                                                                                                                                                                                                                                                                        |                                                                                                                                      |
| <b>Institution:</b>                                                                                                                                                                                                                                                                 |                                                                                                                                      |
| <b>Section A: Context statement (not scored by reviewers)</b><br>Complete in the first person (i.e. use 'I').                                                                                                                                                                       |                                                                                                                                      |
|                                                                                                                                                                                                                                                                                     |                                                                                                                                      |
| Section A word count<br>(maximum 300 words)                                                                                                                                                                                                                                         | <i>Enter word count for Section A here:</i>                                                                                          |
| <b>Section B: Claim against the NTFS Award Criteria</b><br><b>(evidence against each Award Criterion 1-3 scored separately by reviewers)</b>                                                                                                                                        |                                                                                                                                      |
| <b>Criterion 1: Individual excellence</b><br>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<br>Criterion 1 (maximum 1500 words)                                                                                                                                                                                                                 | <i>Words included in figures and visual elements:</i><br><i>Words included in the main body of text:</i><br><i>Total word count:</i> |
| <b>Criterion 2: Raising the profile of excellence</b><br>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>Words included in figures and visual elements:</i><br><i>Words included in the main body of text:</i><br><i>Total word count:</i> |
| <b>Criterion 3: Developing excellence</b><br>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>Words included in figures and visual elements:</i><br><i>Words included in the main body of text:</i><br><i>Total word count:</i> |
| <b>Section C: Reference List (not scored by reviewers)</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                      |
| <b>Nominee signature*:</b><br>(A typewritten name is acceptable)                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                      |
| <b>Date:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                      |
| By submitting this document, I confirm that: <ul style="list-style-type: none"> <li>• I am not currently a TEAL or Deputy TEAL, or a Team Leader or Deputy Team Leader for a CATE 2027 nomination</li> <li>• I have read, understood and agree to the <a href="#">Advance HE Privacy Statement</a>.</li> <li>• I agree that the TEAL for my Institution can complete my online nomination, including my personal information.</li> <li>• This Claim is solely my own work.</li> </ul> |                                                                                                                                      |

## Appendix 2: NTFS 2027 Statement of Support form

This Statement of Support should be **completed** by a colleague in a senior role (DVC/PVC/Director of Professional Service Area, 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 NTFS nominee:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                        |
| <b>This Statement of Support should:</b> <ul style="list-style-type: none"> <li>○ endorse the validity of the nominee's Claim for outstanding impact.</li> <li>○ provide an institutional context within which the nominee has been identified as having outstanding impact and outline any future plans to disseminate their practice.</li> <li>○ provide any additional supporting information which might be most appropriately expressed by a colleague in a senior role (at the level of DVC/PVC/Director of Professional Service Area, or equivalent) familiar with the nominee's teaching and learning practice.</li> </ul> |                        |
| Enter Statement of Support here:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                        |
| Word Count (Max 1000 words):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Enter word count here: |
| <b>Institutional sign off by Vice-Chancellor (or equivalent)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                        |
| Name, position and contact email                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                        |
| Electronic Signature*<br>(*scanned signature and not typewritten)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                        |
| Date:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                        |
| By signing this document, as Vice-Chancellor or equivalent, I confirm that: <ul style="list-style-type: none"> <li>• I endorse this nomination and confirm that the internal nomination process which led to the selection of the named NTFS nominee was fair, transparent and adhered to our institutional equality, diversity and inclusion policy (or equivalent).</li> </ul>                                                                                                                                                                                                                                                   |                        |

- 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 2027 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                                                                                                                                                                                                                                       |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Criterion 1:</b><br>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.                                                                                                                      |
| <b>Criterion 2:</b><br>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<br><br>AND/OR<br><br>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<br><br>AND/OR<br><br>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<br><br>AND/OR<br><br>Good, with some very good, evidence of influence on | 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<br><br>AND/OR<br><br>Very good, with some outstanding, evidence of influence on | Exceptional evidence of influence on the development of HE learning and teaching practice and/or practitioners, including beyond the nominee's role<br><br>AND/OR<br><br>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                                                                                                                                                                                                              |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     |                                                                                                                                                                                                                  |                                                                                                                                                                                                                   |                                                                                                                                                                                                                      | support for HE student learning.                                                                                                                                                                                                      | support for HE student learning.                                                                                                                                                                                                             |                                                                                                                                                                                                                       |
| <b>Criterion 3:</b><br><b>Developing excellence</b> | 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 |

# Contact us

## All enquiries

Email: [enquiries@advance-he.ac.uk](mailto:enquiries@advance-he.ac.uk)

**Advance HE helps HE institutions be the best they can be, by unlocking the potential of their people.**

We are a member-led, sector-owned charity that works with institutions and higher education across the world to improve higher education for staff, students and society. We are experts in higher education with a particular focus on enhancing teaching and learning, effective governance, leadership development and tackling inequalities through our equality, diversity and inclusion (EDI) work.

Our strategic goals to enhance confidence and trust in HE, address inequalities, promote inclusion and advance education to meet the evolving needs of students and society, support the work of our members and the HE sector.

We deliver our support through professional development programmes and events, Fellowships, awards, student surveys and research, providing strategic change and consultancy services and through membership (including accreditation of teaching and learning, equality charters, knowledge and resources).

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