CATE Expression of Interest Scheme: Guidance for Applicants

Team Composition

Please list only the 'core team' members in your application. Core team members can be in any role that contributes to the enhancement of teaching and learning, and may include colleagues working at a branch campus and/or external members working within industry or a partner institution. Student members of the team are actively encouraged, and can be studying or in a representative role.

The core team would typically comprise 3-15 members and can be seen as the initiators of the work. The core team holds responsibility for the team's key decisions and outcomes. They may work with a larger 'extended team' which engages with the work of the core team and enacts the interventions/activities originating from the core team. There is often a flow of ideas between these two groups as the work develops.

Contextual Statement and Criteria

The Expression of Interest application focusses on two criteria which align with those of Advance HE's CATE scheme and a contextual statement which will be considered by the Selection Panel as part of the application.

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

> Criterion 2: Excellence in the impact of collaborative working

The contextual statement and criteria can be understood as follows:

Contextual statement	Outline the context, setting, field and/or area of work within which the team is operating. Explain the team's composition and the role(s) and responsibilities within the team, and briefly outline the nature of the team's teaching and learning practice (e.g. types of learners, discipline(s)/specialist area(s), scope and scale of practice undertaken by the team).
Excellence in the team's collaborative approach	*Evidence of excellence in the team's approach to working collaboratively, commensurate with their context and the opportunities afforded by it.* Outline the team's approach to, and the value of, working collaboratively, and planning for reach and impact. Evidence might include: • having a clear set of aims, objectives and rationale for the team's approach and how the group constitutes a team and developed as a team;

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	• demonstrating direct engagement of students within or with the team; • illustrating how the team has contributed to wider thematic and sector priorities; • working cooperatively with a range of stakeholder groups; • embedding practices across different programmes, disciplines, campuses or institutions; • demonstrating team practices which enable effective working; • being flexible and creative in working to address unanticipated situations or events; • processes in place for measuring the impact or outcomes of collaborative work.
Excellence in the impact of collaborative working	*Evidence of the team having a demonstrable impact on teaching and learning, including beyond their immediate academic or professional area.* Demonstrate the reach and impact of the team's work and its value including beyond the team's initial context. This could be demonstrated by providing evidence of, for example: • the reach of the team's work; • the wider value that has resulted from working as a team; • the impact of supporting colleagues and/or influencing support for student learning; • the impact on student learning or outcomes; • the impact of any outcomes/outputs of collaborative work.

Collaboration vs. cooperation

Teams should aim to demonstrate evidence of collaborative working under both criteria and, in particular, to focus on the depth of collaboration between core team members under Criterion 1. Applicants should describe how the team was established, how it has developed and how it continues to work to achieve effective impact.

Collaboration can be seen as a state of interdependence that is likely to be much deeper than simply co-operating as members of a team. The graphic below (taken from the Advance HE 'Guidance for institutions and nominated teams 2023') outlines some key distinctions between the two concepts. Teams can use this as a prompt for thinking about how to demonstrate evidence of collaborative working.
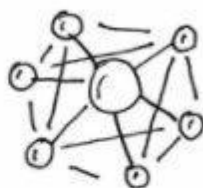
COOPERATIVE V. COLLABORATIVE
By John Spencer @spencerideas
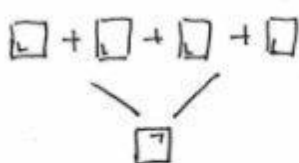
COOPERATION

- Mutual respect
- Transparency
- Shared goals
- Independent and dependent
- Loose network
- Short-term
- Sharing of ideas as a group
- Engagement

COLLABORATION

- Mutual trust
- Vulnerability
- Shared vision and values
- Constant state of interdependence
- Tight culture
- Long-term
- Generation of new ideas as a group
- Empowerment

Reach, value and impact

Applicants need to articulate clearly the **impact, reach and value** of the team's practice. Impact, reach and value can be thought of in the following terms:

Impact – Making a positive difference to T&L policy, pedagogic practice and/or student outcomes/learning experience	involvement in activities which have changed teaching practice and/or outcomes
Reach - The scale of influence	- Reach at department/ faculty/institution/national/global level - Reaching different groups of students, individuals and/or organisations (e.g. postgraduates, commuter students, students from minoritised ethnic groups, online learners, etc.)
Value - The benefit derived for students and staff (which may take different forms). It is useful to think of this as what would be missing if you hadn't done this work.	- changing approaches to learning among students or staff - adding value to the student learning experience or to teaching practice

	• enhancing experiences and the meaningfulness of practices

You might consider the following questions:

- How does working as this team, specifically, enhance your **reach**?
- What is the added **value** of the team working in this way?
- How is the **impact** greater because this is a cohesive team, or because it is this particular team, with these particular members?

Evidence

For claims to be convincing, applicants need to provide evidence to support their claims for impact, reach and value. There are many different ways of evidencing the two award criteria, as appropriate to the nature of the team's work. Evidence might be qualitative or quantitative. Please note that an over-reliance on one type of evidence (e.g. quotes) will be less convincing than an application that can draw on a range of evidence.

What evidence could you draw on to support the claims for impact, reach and value under the two criteria to make your application persuasive?

Possible sources of evidence might include some of the following:

Criterion 1	Criterion 2
• Examples of effective team working practices, processes and/or outcomes • Evidence of shared goals/purpose • Evidence of shared and appropriate leadership • Evidence of integration of diverse expertise • Evidence of team participation, development and conflict resolution (if applicable) • Evidence of positive outcomes for team members • Review/evaluation processes in place • Evidence of improved effectiveness over time • Team member/stakeholder testimonials	• Student feedback and evaluations • Student data (progression, achievement, retention, engagement, participation, employment rates etc.) • Staff data (participation, engagement, career development etc.) • Rankings • Changes in local/institutional policy • Feedback/data from work with peers, new initiatives/initiatives in new settings, policy development, etc. • Use of the team's resources, approaches, publications, etc. • Feedback from dissemination activities • Reviews of publications • Extracts from reports (e.g. Periodic Review, accreditation, External Examiners) • Work with other partner/external organisations, professional bodies, etc. • Recognised achievements such as awards/nominations, accreditations,

	funding successes, investment levels, external partnerships, etc. • Quantitative data to indicate the scale, reach and impact of the nominated team's work