



Collaborative Award for Teaching Excellence (CATE) 2022

Guidance for institutions and
nominated teams

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1. Deadline and assessment schedule

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

Date	Milestone
Monday 4 Oct 2021	Call for nominations opens All CATE forms and guidelines will be released on Advance HE's VLE. Teaching Excellence Award Leads (TEALs) can register to receive access to Advance HE's VLE from this date.
Wednesday 16 March 2022	Nominations close All electronic copies of nomination documents should be uploaded to the VLE, and the online Nominee Profile Form completed, by 12:00 (GMT) . Access to the CATE nomination course on the VLE will close to TEALs at this time.
Week commencing Monday 11 July 2022	Individual outcomes released Nominated Team Leaders and Vice-Chancellor/ Principal/ President (or equivalent) of the nominating institution will be informed of the outcome of their nomination. Please note that this information is embargoed until the official announcement on Thursday 4 August 2022.
Thursday 4 August 2022	Official announcement released Advance HE releases the official announcement of 2022 CATE winning teams.
Autumn 2022	Awards Ceremony The Awards Ceremony will be held in Autumn 2022 (date to be confirmed).

This document provides detailed guidelines for the nomination process and for the preparation and submission of nomination documents for the 2022 CATE award round.

2. Introduction

The purpose of the Collaborative Award for Teaching Excellence (CATE) is to recognise and celebrate collaborative work that has had a demonstrable impact on teaching and learning. Introduced in 2016, the scheme highlights the key role that teamwork plays in higher education. Each award will recognise a team, which has enabled a change in practice for colleagues and/or students at an institutional, or discipline level.

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

Institutions are eligible to enter **one nominated CATE team** via a '**nomination**'.

Up to 15 teams will be selected to receive the award in 2022. Nominated teams will be informed of the outcome in the week commencing Monday 11 July 2022. Those selected will be invited to attend a celebratory dinner in Autumn 2022 where their Collaborative Award for Teaching Excellence will be awarded. Further details of the CATE scheme are available at <https://www.advance-he.ac.uk/awards/teaching-excellence-awards/collaborative-award-for-teaching-excellence>

Advance HE will work with teams to help showcase their work and further the impact of the teams and/or of the scheme. Advance HE will further enhance their national profile by inviting them to engage in a broad range of Advance HE activities. On gaining an award, each CATE team member has a role in becoming an ambassador for the scheme and in supporting the ongoing enhancement of learning and teaching.

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

2.1 New for 2022

Core team only to be nominated: In previous awards round there was no limit to the size of a CATE team, however this has changed for the 2022 award round. From this 2022 awards round onwards, it is a **Core Team**, comprising a limited number of members, who should be nominated for CATE. This change has been introduced as a result of reviewer feedback from CATE 2021. CATE reviewers highlighted that in most instances of nominations from a very large team they were unable to clearly identify the evidence required to strongly demonstrate the team's approach against award Criterion 1. The UKTEAP (see above) asked that from 2022 onwards a core team limited to key members is nominated for CATE and the role taken by each member of the core team be included as part of the Claim. Through consultation with previous CATE winners via the CATE-Net community, Advance HE is defining a core team to normally comprise between 3 and 15 key members, and from 2022 onwards a simple overview of 'who is who' in the nominated Core Team will be included as part of the Claim. See Sections 5.1 and 5.2 below for further guidance related to Core Team composition.

- In line with the point above, Advance HE has introduced a new component to Section A of the CATE 2022 Claim form: Section A, Part 1 - Core Team Composition. This

section provides nominated teams with a dedicated space to identify members of their core team by name and to list their position (see Section 5.2).

- The Context Statement (now Section A, Part 2) remains unchanged. Neither the new Core Team Composition nor the Context Statement are scored by reviewers.
- Advance HE has removed the requirement for team leaders and deputy team leaders to have HEA fellowship, to promote the inclusion of a wide range of individuals. Data on fellowship status will still be captured for reporting purposes.
- Guidance has been updated to reflect the use of the term **Teaching Excellence Awards Lead (TEAL)** which has replaced the term Institutional Contact (IC) to avoid confusion with other Advance HE key contacts in institutions. TEALs are provided with a TEAL handbook (new for 2022) to support their role and use of the Advance HE VLE, where nominations are submitted;
- A number of minor changes have been made to wording throughout.

3. Guidelines for nomination

3.1 Eligibility

The CATE scheme 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 UK HEP is invited to **nominate one team** that can clearly demonstrate having an impact on teaching and learning through collaboration.

Advance HE expects institutions to ensure that their processes for selecting a team for nominations do not discriminate against individuals on the grounds of equality and diversity and are inclusive of the variety of ways in which staff and students contribute to learning and teaching, considering the full diversity of their staff and student body. Those within the team can hold any role that contributes to the enhancement of teaching and learning. Colleagues working at an overseas campus, whilst contracted to HEPs in the UK, are eligible to be part of the team. Student members of the team are actively encouraged, and can be studying or in a representative role. There may also be external members of the team, working within industry or a partner institution for example.

Each team should demonstrate direct engagement with higher education students. Although there is no requirement for students to be members of the team, a team should clearly demonstrate how students are directly engaged in their work.

Institutions are encouraged to consider how the internal selection process can be used to create a positive profile for the nominated team and how they as an institution will continue to promote the work of the team if they are unsuccessful in the CATE award selection process, as it is highly competitive.

The team leader must not have an active application for NTFS running at the same time as an application for CATE.

The Claim should be the work of the nominated team only and Advance HE retains the right to process documentation through anti-plagiarism software.

We encourage colleges and alternative HE providers to nominate teams for the CATE awards, as these types of HE providers have been under-represented in previous award rounds.

In selecting the team to nominate, we encourage institutions to consider their equality, diversity and inclusion principles, as analysis of equal opportunities monitoring data from past CATE award rounds identifies that ethnic minority groups, non-academic staff, staff declaring a disability, part-time and male staff have been under-represented in nominated CATE teams.

3.2 Nomination documents

Nominations comprise the documents and forms listed below. The submission of the full nomination should be coordinated by the TEAL; a checklist is included for the TEAL to confirm that all documents have been submitted for the nominated team.

Documents should be uploaded to Advance HE's Virtual Learning Environment ([VLE](#)) and forms and surveys completed online through Advance HE [Online Surveys](#).

Nomination documents comprise the following:

- **TEAL Checklist:** a form to be downloaded from the Advance HE VLE, completed and uploaded by the TEAL to confirm to confirm that all the nomination documents have been submitted and checked by the TEAL; see Appendix 1 – Welsh Version available on Advance HE website from mid-October 2022.
- **Claim:** a statement completed by the nominated team using the downloadable pro-forma describing their outstanding impact in relation to the award criteria (**maximum 3500 words**) plus a record of the Core Team Composition, an overarching Context Statement (up to 300 words) and a Reference List for citations used within the Claim (excluded from the word count); see Appendix 2 - Welsh version available on the VLE;
- **Signed Statement of Support:** a statement providing endorsement to support the Claim and signed by the institution's Vice-Chancellor (or equivalent), using the downloadable pro-forma (**maximum 1000 words**); see Appendix 3 - Welsh version available on VLE;
- **Nominee Profile Form:** an online form to be completed by the team leader of the nominated team and available [here](#). This covers background information about the team and requires a 50-word summary profile and a longer 350-word profile. This information will be used in publicity material for CATE winning teams. Profiles should be written in third person (use 'they' or 'the team'). Examples of previous profiles can be found [here](#), for reference;
- **Photos:** three different high resolution photographs of the team; 1Mb and 300dpi (minimum) in JPEG format (this is achievable with most smartphones and cameras). All photographs should be in landscape format. The submission of photographs indicates that a HEP has sought agreement from the nominated team for the use of these images by Advance HE. Please contact us just prior to the 16 March submission deadline if your nominated team is unable to provide these images due to any ongoing COVID-19 restrictions.

- **Equal Opportunities Monitoring Survey:** an online survey completed by each of the team members and available [here](#). These data will be used anonymously to report on equality and diversity.

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 nominated teams.

- **Word limits:** where word limits are specified, all section headings, text within tables or diagrams, endnotes and numerical characters should be included in the word count. Sections A, Part 2 and B of the Claim have a maximum word limit; reviewers will not take into account any words exceeding the word limit.
- **Font:** Arial 12 point.
- **Diagrams:** are permitted. Any text appearing within the diagram should be added to the final word count.
- **Headers and footers:** headers should be used for the team name and nominating institution and footers for page numbers.
- **References:** can be included in the body text or put as endnotes (rather than footnotes). Citations used within the text will be included in final word count.
- **Hyperlinks, pictures and logos:** these will not be taken into consideration in the review process and therefore should be avoided.
- **File Saving:** The following naming convention should be used for all submitted files: <Institution_(Team Leader) Initial.surname_DocumentName>; e.g. UniofPoppleton_J.Smith_Claim

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

3.4 Monitoring of equality and diversity data

All personal data provided through submitting a team nomination for the CATE scheme will be held confidentially by Advance HE and only relevant documentation will be shared with the reviewers and the UKTEAP as explained within this guidance document.

Advance HE is committed to promoting equality, diversity and inclusion and collects data relating to team members for statistical monitoring via the **Equal Opportunities Monitoring Survey**. The information provided on the Equal Opportunities Monitoring Survey does not form part of the Claim and is not made available to reviewers but is used anonymously by Advance HE for statistical monitoring.

The Equal Opportunities Monitoring Survey is online in Online Surveys and available [here](#).
Each member of the team should complete a survey.

The confidentiality of the data submitted is maintained by Advance HE. Advance HE collates the information provided by all members of the nominated teams and shares this collated data anonymously to report annually on equality and diversity to the UKTEAP.

If anyone wishes to know more about how Advance HE collects, stores and uses personal information about CATE nominated teams please review our privacy statement (Appendix 5).

3.5 Submission and receipt of nominations

Nomination documents need to be submitted by a named central contact (or their designated deputy) at the institution (TEAL) through an online system hosted on Advance HE's VLE. TEALs will be issued with an institutional username and password to log into the VLE to enable them to upload the nomination(s). Full instructions are provided in the TEAL handbook 2022.

All nomination documents must be uploaded by 12:00 (GMT) on Wednesday 16 March 2022. The TEAL is acting on behalf of their institution and it will be assumed by Advance HE that they are acting in accordance with the expectations of their senior management when submitting their institution's nomination.

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

Receipt of uploaded nominations will be acknowledged by an automated email sent to the TEAL. This email will provide confidence that a submission has been made, but will not confirm that all required documentation is present. Following submission, Advance HE will check that all documents have been received and are accessible.

Advance HE will confirm that all required documents have been received in an email sent to the TEAL from the mailbox cate@advance-he.ac.uk by 12:00 (BST) on Wednesday 23 March 2022. If the TEAL has not received this confirmation from Advance HE by this time then we advise that they should contact Advance HE to check receipt by email at cate@advance-he.ac.uk before a final deadline of 12:00 (BST) on Friday 25 March 2022.

4. Award criteria

All teams will be assessed on the evidence provided in the nomination documents in relation to each of the **two CATE award criteria**:

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

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

CATE Criterion 2: Excellence in the impact of collaborative working

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

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

5. Developing the Claim

The 'Claim' is made up of three sections (A-C):

➤ **Section A:**

- **Part 1-** Core Team Composition (free word count);
- **Part 2 -** Context Statement (maximum 300 words);

➤ **Section B:** Claim against the CATE Award Criteria (maximum 3500 words in total);

➤ **Section C:** Reference List

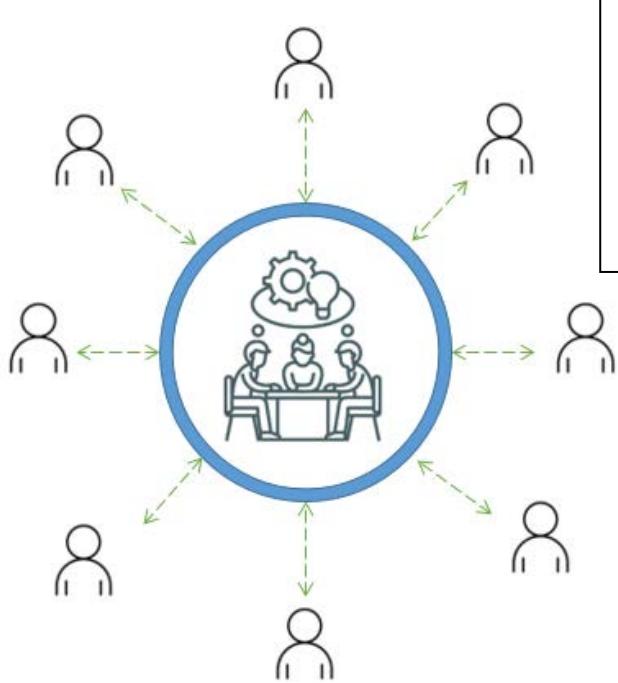
Only Section B, containing evidence against each of the two CATE award criteria, is scored by reviewers; the Context Statement and Reference List are not scored.

5.1 Core Team

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

In demonstrating the depth of collaboration between team members to provide strong evidence against CATE Award Criterion 1, teams are advised to focus the depth of collaboration on the interaction of the core team members, in order to fully articulate the key principles of collaboration as set out in the diagram by Spencer (please see p15 below). The work of an extended group is likely to form part of the evidence across the Claim, to demonstrate Reach, Value and Impact.

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



Core team

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

Extended group

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

Please contact us at CATE@advance-he.ac.uk if you have any queries or require further guidance on identifying your core team members.

5.2 Section A – Part 1: Core Team Composition

This new section of the CATE 2022 Claim form provides nominated teams with a dedicated space to list the members of their core team. The Core Team Composition will not be scored by reviewers, but will assist them in interpreting the team's context.

In this section, CATE teams should provide a list of the names of their core team members, and the position held by each.

As this section is a new requirement for CATE 2022, an example of a hypothetical core team is provided in the extract from a completed CATE Claim Form (Appendix 2) below (all names and titles are fictitious). This is not intended to be prescriptive in any way, but simply to illustrate the intended use of the Core Team Composition in Section A, Part 1:

Team leader name:	Yelda Adem Deputy Head of Public Health Institute at Poppleton University
Deputy team leader name	Professor Mukasa Apio Educational Researcher based in the Public Health Institute
Team name:	XXXXX
Institution:	Poppleton University
Section A, Part 1: Core Team Composition (not scored by reviewers)	
Add more rows as required (core team normally 3-15 members)	
Name	Position
Rosalba De León	Student Partner (3 rd Year Dentistry)
Prof Tomas Grey	Programme Leader Dentistry
Dr Shane Hardman	External NHS Partner (Poppleton Hospital)
Ellis Shah	Chair Community Patient Group for Local Dentistry Services
Rory Simmons	Subject Librarian for Health (based in the Learning Centre)
Siobhan Wood	Digital Learning Designer (Central Educational Services)

5.3 Section A – Part 2: Context Statement

Advance HE and the UKTEAP recognise that excellence in teaching and learning support will be situated within specific academic, professional and institutional contexts. The nature of the institutional context and each nominated team's opportunity to contribute will be taken into account.

There will be considerable variation between nominated teams, reflecting differences in the constitution, context and work of the team. The Context Statement (300 words) is at the beginning of the team's Claim, following the Core Team Composition, and will also not be scored by reviewers. This section should be used to articulate the context, setting, field and/or area of work within which the team is operating.

The Context Statement provides a frame of reference for Section B of the Claim and enables reviewers to orientate themselves into the evidence provided against each of the two CATE award criteria. Teams should use the Context Statement to explain the context of

their team and institutional setting. If the narrative in Section B of the Claim draws on evidence from work across different institutions/ in the wider sector and/or industry/sector bodies, this should also be explained in the Context Statement. Teams should make clear the nature of their teaching and learning practice (e.g. types of learners, discipline(s)/specialist area(s), brief outline of scope and scale of practice undertaken by the team).

The Context Statement should not be used to provide information that would add evidence of impact to the narrative set out in Section B of the Claim. Some examples of **what not to include** in the Context Statement (but to include in Section B instead) are as follows:

- + The team's development as a team and their approach to the collaborative work (to be used in evidence for Criterion 1);
- + The team's contribution to wider thematic/ sector priorities (link to Criterion 1);
- + Collaborative work with external bodies (link to Criterion 1);
- + The dissemination of initiatives and impact across other areas/campuses/teams (could link to Criteria 1 or 2);
- + Work impacting on professional bodies or wider communities (e.g. possible use in evidence for Criterion 2).

The content and structure of the Context Statement is to be determined by the nominated team in order to best showcase the relevant parts of their context that effectively situate the evidence to come in the claim. Teams should avoid submitting Context Statements that contain a lot of detail about the history and prestige of their institution.

The table below provides anonymised excerpts of Context Statements from CATE Claims that were successful in previous years, to offer an illustration of the type of information that reviewers find particularly helpful:

'Students Together' is a small professional services team that led the design, delivery and continues the ongoing development of the St.D. Student Platform. The Platform is the first learning analytics resource implemented in a large UK university accessible by both staff and students. Our team of four works collaboratively with the end users (staff and students), with professional services, university data and IT specialists and with the external vendor to ensure that the Platform is a valued enabler of change. We are responsible for developing the institutional vision, project management and conducting both product development and academic research to ensure that learning analytics is embedded ethically and effectively across St. Damien's University.
The team recognised the need to widen access to training through the use of technology but also an opportunity to maintain high quality and relevance for application at a local level through collaboration across a wide range of experts and practitioners on a global level. Leveraging on the THDR networks and alumni developed over the years across individual and institutional levels. The integration of open education in the teaching and learning design was based on incorporating authentic scenarios, extending its purpose through collaboration to enable an inter and trans-professional learning and with a potential to build capacity at a local level for educators and external partners.
The project has run since 2014/15. It was founded and is operated by a diverse and evolving group of volunteers drawn from multiple different roles and backgrounds. Led from the Department for Learning and Teaching Enhancement, SFF is supported by staff and students from all Schools, now complements more traditional peer observation across the University and is incorporated into the University strategy. It has changed practice within and beyond Heworth University and was awarded a student engagement award from Student Partnerships in Quality UK (SPQUK).

5.4 Section B: Claim against the two CATE award criteria

Nominated teams should use Section B of the Claim to set out the evidence of the **reach, value and impact** of their team's practice against the two CATE award criteria in turn. Overall Section B must not exceed 3,500 words.

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

Key points:

- + teams should use Section B of the Claim to address and provide evidence against each award criterion in turn;
- + teams should demonstrate that they are applying the principles of equality, diversity and inclusion to their practice;
- + teams will need to draw upon explicit evidence of impact to support their claim against each criterion;
- + to illustrate, some examples of possible sources of evidence **might include some** of the following (but not limited to) as set out in the table below, depending on the nominated team's context:

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

- + when selecting appropriate evidence, teams should consider:
 - o use of evidence that is meaningful and convincing in support of the team's Claim; a focus on quality sources and not the quantity of different sources;
 - o balance of types of evidence; for example, a mixture of qualitative and quantitative data where appropriate to the nominated team's context. Although a useful source to include, it is recommended to avoid over-reliance on testimony.

The decision about what constitutes appropriate evidence of impact rests with the nominating institution and the nominated team, but teams are encouraged to ensure that the student voice is made explicit within Section B of the Claim. Teams from various academic disciplines or roles inevitably demonstrate different communication and analytical styles and this will be accounted for in the assessment process. Team Claims will vary considerably in style and content; there is no 'expected' style or 'formula' to be followed.

Reach, Value and Impact

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

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

Value - The benefit derived for students and staff (which may take different forms). Value may include qualitative evidence such as a change in approach to learning among students or staff. For example, evidence may be provided about how the work being described has added value to the student learning experience or to teaching practice. Value may also relate to the quality of enhanced experiences and the meaningfulness of practices. Some nominated teams may also be working in settings where there are positive explicit ethical elements to their practice.

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

Cooperative v. Collaborative Team Working

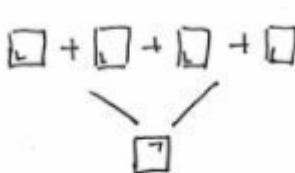
Nominated teams should aim to capture evidence of their collaborative working under both criteria. Collaboration is a state of interdependence that is likely to be much deeper than simply co-operating as members of a team. Successful claims are likely to encompass aspects of practice that go beyond describing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

Nominated teams should expect to describe how the team was established, has developed and how it continues to work to achieve effective impact.

The graphic below (reproduced with the permission of John Spencer) outlines some key distinctions between the two concepts. The qualities of collaboration listed in this illustration provide a useful prompt for nominated teams to collect effective evidence of this way of working.

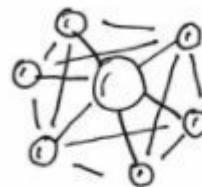
COOPERATIVE V. COLLABORATIVE

By John Spencer @spencerideas



COOPERATION

- Mutual respect
- Transparency
- Shared goals
- Independent and dependent
- Loose networks
- 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

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

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

Criterion 1 is focused primarily on the approach to and value of working collaboratively, and planning for reach and impact. To give some illustrative examples, Criterion 1 could be demonstrated by providing evidence of excellence in terms of:

- + having a clear set of aims, objectives and rationale for the team's approach and how the group constitutes a team and developed as a team;
- + demonstrating direct engagement of students within or with the team;
- + illustrating how the team has contributed to wider thematic and sector priorities, for example: assessment and feedback, retention, employability, staff development, students as partners, technology and social media, sustainability, enterprise and entrepreneurship, flexible learning, internationalisation, wellbeing, and EDI.
- + working cooperatively with a range of stakeholder groups;

- + embedding practices across different programmes, disciplines, campuses or institutions;
- + being flexible and creative in working to address unanticipated situations or events;
- + processes in place for measuring the impact or outcomes of collaborative work.

Addressing Criterion 2: Excellence in the impact of collaborative working

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

Criterion 2 is focused on showing the *reach* and *impact* of the team's work and *value* including beyond their initial context. To give some illustrative examples, Criterion 2 could be demonstrated by providing evidence of:

- + 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.

Reviewers 'score' each of the two parts to Section B separately. Appendix 4 sets out the scoring rubric used by reviewers to allocate scores (0-5) to evidence claimed against each of the two award criteria (maximum score of 10 per reviewer overall).

5.5 Section C: Reference List

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

Nominated teams should not simply list all of their publications and presentations and should focus only on those which are directly linked to the material in Section B. Nominated teams should also be aware that the Reference List should not be used to add hyperlinks to further supporting material as reviewers cannot follow these.

Though a word limit is not set for the Reference List, if a nominated team's list has more than approximately 20, or less than 2 references, this means it is likely to be out of kilter with successful applications. The list should not include any citations not directly referred to within the evidence provided in Section B of the Claim.

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

6. Statement of Support

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

The Statement of Support should not be seen as a source of supplementary (or new) evidence; the core aspects of the team's claim, and evidence for these aspects, should be within Section B of the Claim. The institution's Statement of Support is a complementary document intended solely to endorse the claims made within Section B. The Statement of Support should validate the impact evidenced by the team, provide institutional context for the team's work and provide any supporting information that might be more appropriately expressed by a Vice Chancellor/ Principal/ President (or equivalent). For example, a perspective on the strategic importance of the team's work and/or change arising as a result of their actions.

The Statement of Support should be completed using the downloadable form available on the Advance HE VLE. The statement must be signed by the institution's Vice-Chancellor/ Principal/ President (or equivalent).

It is recommended that the nominated team's Claim for a CATE award is read prior to composing the institution's Statement of Support. In particular, the statement should:

- + endorse the validity of the nominated team's Claim;
- + provide an institutional context within which the nominated team has been identified as having made an impact on teaching and learning and outline any future plans to further disseminate their practice;
- + provide confirmation of institutional support for the nominated team, should they be successful, in terms of carrying out any responsibilities associated with having won a Collaborative Award for Teaching Excellence;
- + provide any additional supporting information which might be most appropriately expressed by the Vice-Chancellor (or equivalent) rather than the nominated team;
- + provide the name, job title and signature of the Vice-Chancellor (or equivalent).

The Vice-Chancellor or equivalent is welcome to nominate a senior leader (such as Deputy or Pro-Vice Chancellor) to complete the statement on their behalf (please contact cate@advance-he.ac.uk to confirm the arrangement).

7. Review and selection process

Each team nomination is considered by independent, external peer reviewers based on the information nominated teams submit against the two CATE award criteria in Section B of the Claim. The institutional Statement of Support validates the claim made by the team from an institutional perspective. Section A (Parts 1 and 2) at the start of the claim, containing the Core Team Composition and Context Statement, is not reviewed against the criteria; its purpose is to define the composition of the team and the context for the team's work in order

to frame the evidence provided within the following two parts of Section B of the Claim against the award criteria.

Advance HE peer reviewers are drawn from teaching and learning professionals across the higher education sector and are independent to Advance HE. Reviewers are all experienced in criteria-based assessment, will have successfully completed a moderation exercise and will have undergone training before acting as a CATE reviewer. Reviewers carry out their role on a confidential basis and their identity will not be shared with team members, nominating institutions or with the UKTEAP during the selection and award process.

Reviewers are asked to score (0-5) each part of Section B of the team's Claim against each of the two CATE award criteria in turn, ensuring that each criterion is equally weighted in the assessment process. Strict word limits are set for the Claim and reviewers are instructed not to consider any part of Section B of the Claim which exceeds the permitted maximum word limit of 3,500 words overall. The scoring rubric (Appendix 4) is used by reviewers to allocate scores.

In 2022, Advance HE will allocate all nominations to three reviewers, avoiding any conflicts of interest. The reviewers score each of the two criterion 0-5. A series of algorithms are applied to differentiate scores and create overall ranking. Where one reviewer's scores are defined as discrepant from the other two reviewers' scores, a fourth reviewer will be used and the three closest scores used in the ranking calculations.

Advance HE oversees the standardisation of assessment, and monitors and processes all nominated team data in order to report to the UKTEAP. The approach used ensures that no nominated team is disadvantaged by discrepancies in marking and that all teams are treated fairly and consistently. The UKTEAP reviews equal opportunities data, the rankings and reviewer comments and makes recommendations for award winners, which are subsequently ratified by the Advance HE Chief Executive Group.

Advance HE is committed to promoting equality, diversity and inclusion. In processing nominations, it ensures that no nominated team is treated less favourably than others on the grounds of gender, race, nationality, ethnic or national origin, religious or political beliefs, disability, marital status, social background, family circumstances, sexual orientation, gender reassignment, spent criminal convictions, age, or for any other unlawful reason.

8. ANTF and CATE-Net support events

In addition to the guidance presented within this document, members of the Association of National Teaching Fellows (ANTF) in collaboration with members of the CATE-Net (network previous CATE winners), run a series of online support workshops for teams developing nominations. Previous attendees have reported that these events provided valuable support for the writing of the team's Claim. These support events are free to attend. TEALs will be sent the booking links and are responsible for promoting the events within their institution. Institutions that wish to change the contact details for their TEAL should email the team at cate@advance-he.ac.uk.

9. Outcomes and publicity

Team leaders will be informed of the outcome of their nomination via email in week commencing Monday 11 July 2022. The Vice-Chancellor/ Principal/ President (or equivalent) of the institution will also be informed of the outcome on this date. The announcement of 2022 CATE award winners will be strictly embargoed until Thursday 4 August 2022. It is a condition of the CATE competition that teams do not share news of their success before this date in order to maximise publicity. Contravention of this requirement could lead to the award being revoked. The names of the 2022 CATE award winners will be officially announced on Thursday 4 August 2022 on Advance HE's website and in a press release. Information included in the Nominee Profile Form and the photographs submitted with the nomination will be used in publicity materials.

Institutions are welcome to announce and celebrate their winners from 08:00 (BST) on Thursday 4 August.

Three high resolution 1Mb and 300dpi (minimum) images of the team are part of the nomination and should be uploaded to the VLE, for use on the Advance HE website and in the ceremony brochure. This image quality is achievable on most smart phones and camera. The three photos should be different and landscape in format. In submitting images to Advance HE, the team members are providing consent for Advance HE to use these images for promotional purposes or publicity. Team members are also confirming that they are the owner of any intellectual property rights or have appropriate license to share these images with Advance HE and for Advance HE to use the images provided for this purpose.

Following the publication of the outcome of CATE 2022, Advance HE will issue individual written feedback to all nominated teams by the end of August 2022. This timeframe is necessitated by the large volume of CATE applications received, and the considerable work that goes into checking and collating the written feedback from each of the three reviewers over both CATE criteria. This qualitative feedback from the reviewers is intended to support plans for future development. Reviewer scores and nomination rankings are not released. Nominated teams are encouraged to share their review feedback with their TEAL in order to promote opportunities for institutional success in future CATE rounds.

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

10. Award ceremony and briefing event

The CATE 2022 winners will be invited to attend a celebratory dinner that will be held in Autumn 2022 (date to be confirmed), to which two members of the team, and the Vice-Chancellor/ Principal/ President (or equivalent) will be invited. Additional tickets may be available for purchase. The 2022 CATE winners will also be invited to attend a networking event on the afternoon of the ceremony, which will provide opportunity to network with fellow award holders.

Appendix 1: Nomination requirements for teams and TEALs (TEAL Checklist)

✓	Task
	<p>Launch of nomination documents on Advance HE VLE From 4 October 2022 onwards, the TEAL and their chosen deputy will receive an email from ntfs@advance-he.ac.uk containing an institutional VLE Username and Password to access Advance HE's VLE. Contact ntfs@advance-he.ac.uk if this is not received or a change of TEAL is required.</p>
	<p>TEAL checklist (downloadable from the VLE. To be submitted as a pdf file) One checklist for the nominated Team should be completed and signed by the TEAL, to confirm that all documents and forms have been checked and/or submitted.</p>
	<p>Claim (downloadable from the VLE. To be submitted as a Word file) Should be written by the nominated team and signed by the team leader only, completed on the downloadable pro-forma, and submitted by the TEAL.</p>
	<p>Statement of Support (downloadable from the VLE. To be submitted as a pdf file) Should be written and signed by the institution's Vice-Chancellor/ Principal/ President (or equivalent), based on the nominated team's Claim and submitted by the TEAL.</p>
	<p>Nominee Profile Form (Online Surveys) Should be completed by the team leader using the online form in Online Surveys</p>
	<p>Photos Three high resolution 1Mb and 300dpi (minimum) images of the nominee should be uploaded to the VLE for use on Advance HE website and in the ceremony brochure (image quality achievable on most cameras and smartphones). The three photos should be different and landscape in format.</p>
	<p>Equal Opportunities Monitoring Survey (online, via this link) An online Equal Opportunities Monitoring Survey must be completed by <u>each</u> team member. This survey data will be used anonymously. The TEAL should confirm that all team members have completed a survey.</p>
	<p>Submission All nomination documentation should be uploaded via Advance HE's VLE by 12:00 (GMT) on Wednesday 16 March 2022 by the TEAL.</p>

Appendix 2: CATE 2022 Claim Form

Team leader name:	
Deputy team leader name	
Team name:	
Institution:	
Section A, Part 1: Core Team Composition (not scored by reviewers)	
Add more rows as required (core team normally 3-15 members)	
Name	Position
Section A, Part 2: Context Statement (not scored by reviewers) (300-word limit)	
Word count for Section A, part 2 (maximum 300 words)	<i>Enter word count for Section A here:</i>
Section B: Claim against the CATE Award Criteria	
(evidence against each Award Criterion 1 and 2 scored separately by reviewers)	
Criterion 1: Excellence in the team's collaborative approach	
Evidence of excellence in the team's approach to working collaboratively; commensurate with their context and the opportunities afforded by it.	

Criterion 2: Excellence in the impact of collaborative working

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

**Total word count for Section B
(maximum 3500 words)**

Enter word count for Section B here

Section C: Reference List (not scored by reviewers)

Team Leader signature*:

(*electronic signatures are accepted)

Date:

By signing this document, I confirm that:

- This claim is solely the work of the nominated CATE team
- I have read, understood and agree to the Advance HE Privacy statement

Appendix 3: Statement of Support

This Statement of Support should be completed and signed by the institution's Vice-Chancellor/ Principal/ President (or equivalent). It is important that the team's Claim is read prior to composing this statement.

Name:	
Position:	
Institution:	
Contact Address:	

	Post Code:	
Work Telephone:		
Email:		
Name of nominated CATE team:		
This Statement of Support should:		
<ul style="list-style-type: none"> ○ endorse the validity of the nominated team's claim; ○ provide an institutional context within which the nominated team has been identified as having made an impact on teaching and learning; ○ provide confirmation of support of the nominated team, should they be successful, in terms of carrying out any responsibilities associated with having won a Collaborative Award for Teaching Excellence; ○ provide any additional supporting information which might be most appropriately expressed by the Vice-Chancellor/ Principal/ President (or equivalent) rather than the nominated team. 		
Word Count (Max 1000 words):	<i>Enter word count here</i>	
Signature*: (*electronic signatures are accepted)		
Date:		
By signing this document, I confirm that:		
<ul style="list-style-type: none"> • I have read, understood and agree to the Advance HE Privacy Statement. • The internal nomination process which led to the selection of the named CATE team was fair, transparent and adhered to our institutional equality, diversity and inclusion policy (or equivalent). • Advance HE may use this form as confirmation of that the institution will fully support the nominated team in the conduct of any and all activities associated with the role of a CATE winning team if successful. 		

Appendix 4: 2022 CATE Scoring Rubric

Reviewers use the scoring rubric below to ‘score’ each of the two parts to Section B of the nominated team’s Claim against each of the two CATE award criteria (i.e. an overall maximum score of 10 from each of the three reviewers):

General scoring Profile	The nominated team provides outstanding evidence to demonstrate their impact on teaching and learning.	The nominated team provides very good evidence to demonstrate their impact on teaching and learning.	The nominated team provides good evidence to demonstrate their impact on teaching and learning.	The nominated team provides satisfactory evidence to demonstrate their impact on teaching and learning.	The nominated team provides limited evidence to demonstrate their impact on teaching and learning.	The nominated team provides poor/no evidence to demonstrate their impact on teaching and learning.
Scores	5 points	4 points	3 points	2 points	1 point	0 point
Criterion 1: Excellence in the team’s collaborative approach	outstanding evidence of excellence in the team’s approach to working collaboratively, commensurate with their context.	very good evidence of excellence in the team’s approach to working collaboratively, commensurate with their context.	good evidence of excellence in the team’s approach to working collaboratively, commensurate with their context.	satisfactory evidence of excellence in the team’s approach to working collaboratively, commensurate with their context.	limited evidence of excellence in the team’s approach to working collaboratively, commensurate with their context.	weak/no evidence of excellence in the team’s approach to working collaboratively, commensurate with their context.
Criterion 2: Excellence in the impact of collaborative working	outstanding evidence which fully demonstrates the team’s impact on teaching and learning, including going beyond their academic or professional area.	very good evidence which clearly demonstrates the team’s impact on teaching and learning, including going beyond their academic or professional area.	good evidence which demonstrates the team’s impact on teaching and learning, including going beyond their academic or professional area.	satisfactory evidence which partially demonstrates the team’s impact on teaching and learning, including going beyond their academic or professional area.	limited evidence which rarely demonstrates the team’s impact on teaching and learning, including going beyond their academic or professional area.	weak/no evidence of excellence, and does not demonstrate the team’s impact on teaching and learning, including going beyond their academic or professional area.

Appendix 5: CATE 2022 Privacy Statement

Schedule 1: Data Protection

This schedule describes how Advance HE collects and uses personal information about you and your team when you submit your nomination to us. For the purpose of data protection legislation, including the Data Protection Act 2018 (the “DPA”), Advance HE is the “data controller”. This means that we are responsible for deciding how we hold and use personal information about you. We are required under data protection legislation to notify you of the information contained in this schedule.

Advance HE is a company limited by guarantee incorporated in England and Wales under company number 4931031 and registered as a charity in England under charity number 1101607 and in Scotland under charity number SC043946. Our registered office address is: Innovation Way, York Science Park, York YO10 5BR. We can also be contacted by email at data.protection@advance-he.ac.uk or by phone on 01904 717500.

How we will protect your personal information

Advance HE is committed to holding personal information you provide to us securely. Where personal information is held electronically, it is held on a computer system that is owned and controlled by Advance HE or such other third party appointed by Advance HE.

To effectively administer the scheme, Advance HE stores the details supplied on this form, and the nomination documentation, in both paper and electronic format. Paper copies are held locally by Advance HE at its offices or securely by our staff, contractors or offsite storage facilities. Sometimes we will make electronic copies of paper documents or type up information from them. These documents or information are then stored on our computer system.

The nomination process is via the Advance HE’s VLE system. All the information that you provide to us will be transmitted to and stored on our secure servers or the servers of such other third party who we may appoint from time to time to host the VLE and/or to store information.

We will only retain your personal information for as long as necessary to fulfil the purposes we collected it for (see “What we use your information for” below).

Successful CATE Winners: Advance HE will store and process your personal information for the duration of the Award. To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of your personal data, the purposes for which we process your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements. Advance HE will ensure that our suppliers and selected third parties with whom we share your personal information in accordance with this schedule will delete your personal information once there is no longer a reason for retaining it.

Other nominated teams: To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of your personal data, the purposes for which we process your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements. Advance HE will ensure that our suppliers and selected third parties with whom we share your personal information in accordance with this schedule will delete your personal information once there is no longer a reason for retaining it.

What we use the information contained in this form for

The situations in which we will process your personal information are listed below:

- + Communicating with you about your nomination.
- + Administration purposes including establishing, amending, closing or renewing user accounts for the VLE.
- + Evaluating and analysing the information provided by you in your forms.
- + Dealing with any queries or complaints in relation to your application for the National Teaching Fellowship Scheme.
- + Generating reports for internal use by us, our staff and the UKTEAP in relation to your nomination.
- + Our lawful basis for these activities is necessity to perform our contract with you (as we commit to you to review and process your nomination).
- + Appointing third party service providers to use your personal data for our purposes (not the purposes of the third party) on our behalf, under our instruction such as support services for use of the VLE, to external peer reviewers as well as to members of the Panel as part of the assessment process, to third parties assisting Advance HE to inform future review processes and evaluation activities.
- + Keeping in touch with you to send you details about service information, our products and services, surveys, newsletters, events, courses, seminars and workshops.
- + Our lawful basis for these activities is the pursuit of our legitimate interests to engage external support to deliver the CATE scheme and to raise our profile within the teaching community.
- + Where we wish to use data for other purposes, we may anonymise your information so that it cannot be linked to you. In that case, it will cease to be personal data and we may use the anonymised data for any purpose.

Sharing your information

We may pass your information on to the following third parties and/or internal teams or departments at Advance HE and for the following purposes:

- + Your employer for the purposes of networking and professional development.

- + Our suppliers who provide services on our behalf such as IT providers who own, manage or provide support for our computers or systems we use and our suppliers who provide the VLE or other software.
- + Our staff or individuals that we appoint to review your nomination and other information that you provide in your nomination documentation. Partner organisations we may use to deliver the National Teaching Fellowship Scheme and the award ceremony.
- + Partner organisations we may use to deliver the National Teaching Fellowship Scheme and the award ceremony.

We may sometimes be obliged to disclose your personal information by law such as by a regulator with appropriate power, or court order. In addition, information held by or for public bodies can be subject to freedom of information requests.

Your duty to inform us of changes

It is important that the personal information we hold about you is accurate and current. Please keep us informed if your personal information changes during your working relationship with us.

Your rights in connection with personal information

Under certain circumstances, by law you have the right to:

- + Request access to your personal information (commonly known as a “data subject access request”). This enables you to receive a copy of the personal information we hold about you and to check that we are lawfully processing it.
- + Request correction of the personal information that we hold about you. This enables you to have any incomplete or inaccurate information we hold about you corrected.
- + Request erasure of your personal information. This enables you to ask us to delete or remove personal information where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove your personal information where you have exercised your right to object to processing (see below).
- + Object to processing of your personal information where we are relying on a legitimate interest (or those of a third party) and there is something about your particular situation which makes you want to object to processing on this ground.
- + Request the restriction of processing of your personal information. This enables you to ask us to suspend the processing of personal information about you, for example if you want us to establish its accuracy or the reason for processing it.
- + Request the transfer of your personal information to another party.

If you want to review, verify, correct or request erasure of your personal information, object to the processing of your personal data, or request that we transfer a copy of your

personal information to another party, please contact the Teaching Excellence Awards Team in writing.

No fee usually required

You will not have to pay a fee to access your personal information (or to exercise any of the other rights). However, we may charge a reasonable fee if your request for access is clearly unfounded or excessive. Alternatively, we may refuse to comply with the request in such circumstances.

What we may need from you

We may need to request specific information from you to help us confirm your identity and ensure your right to access the information (or to exercise any of your other rights). This is another appropriate security measure to ensure that personal information is not disclosed to any person who has no right to receive it.

You have the right to complain to the Information Commissioner (<http://www.ico.gov.uk/>) if you have any concerns in respect of the handling of your personal information by Advance HE.

Contact us

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cate@advance-he.ac.uk

www.advance-he.ac.uk

   @AdvanceHE

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