

CATE Expression of Interest Scheme: Guidance for Applicants

Section 1: 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:

<p>Contextual statement</p>	<p>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).</p>
<p>Excellence in the team's collaborative approach</p>	<p>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:</p> <ul style="list-style-type: none"> • 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; • working collaboratively 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.

<p>Excellence in the impact of collaborative working</p>	<p>Evidence of the team having a demonstrable impact on teaching and learning, including beyond their immediate academic or professional area.</p> <p>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:</p> <ul style="list-style-type: none"> • 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.
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Section 2: Reach, value and impact

Applicants need to articulate clearly the **impact, reach and value** of the work being presented. Impact, reach and value can be thought of in the following terms:

<p>Impact – Making a difference to T&L policy, pedagogic practice and/or student outcomes/learning experience</p>	<ul style="list-style-type: none"> • involvement in activities which have changed teaching practice and/or outcomes
<p>Reach - The scale of influence</p>	<ul style="list-style-type: none"> • Reach at department/faculty/institution/national/global level • Reaching different groups of students, individuals and/or organisations (e.g. postgraduates, commuter students, BAME students, online learners, etc.)
<p>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.</p>	<ul style="list-style-type: none"> • 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

Section 3: Evidence

For claims to be convincing, applicants need to provide evidence to support their claims for impact, reach and value. What evidence could you draw on to support the claims for

impact, reach and value to make your application persuasive? Evidence might be qualitative or quantitative.

Ideas for evidence to support your application

Please note, a reliance on one type of evidence (e.g. quotes) will be less convincing than an application that can draw on a range of evidence.

Student impact data	General
<ul style="list-style-type: none"> • Participation rates • Retention rates • Progression rates • Student outcomes • Employment rates • Levels of satisfaction • Levels of engagement 	<ul style="list-style-type: none"> • Data from student feedback/evaluation • Testimonials/quotes from colleagues and/or other stakeholders • T&L related awards/nominations • Being awarded T&L funding • Feedback from dissemination activities • Extracts from reports (e.g. Periodic Review, accreditation, External Examiners) • Reviews of publications • Rankings • Alumni engagement • External partnerships • Change in local/institutional policy • Staff data