

University Collaborative Awards for Teaching and Learning: Further guidance for Applicants

Team Composition

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 as listed on the application form should normally comprise 3-15 members. The core team can be seen as the initiators of the work. They hold 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. In this way, members of the extended group will influence the ongoing work of the core team.

The Nature of Collaboration (particularly relevant to Criteria 1 and 2)

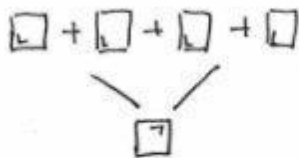
When writing their application, applicants are encouraged to view the criteria through a 'collaborative lens'. For example, you might consider some of the following points:

- How the team was established, how it has developed and how it has worked to achieve effective impact (Criterion 2)
- Has the team agreed a clear set of aims, objectives and rationale underpinning its approach? (Criterion 1)
- How have students directly engaged with or within the team? (Criterion 2)
- How does/did the team work flexibly and creatively in addressing unanticipated situations or events? (Criterion 2)
- How does the team work with other stakeholders? (Criterion 2)
- How does working as this team, specifically, enhance its reach (for example, reaching different areas of the University or different groups of students)? (Criterion 2)
- What is the added value of the team working in the particular way it does? (Criterion 2/Criterion 3)
- How is the impact greater because this is a cohesive team, or because it is this particular team, with these particular members? (Criterion 2/Criterion 3)

Applicants might wish to refer to the graphic below (taken from the Advance HE 'Collaborative Awards for Teaching Excellence: Guidance for institutions and nominated teams 2023'), which outlines some key distinctions between collaboration and cooperation.

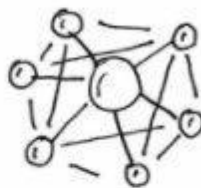
COOPERATIVE V. COLLABORATIVE

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

Evidence of impact (particularly relevant to Criterion 3)

In order to demonstrate the impact of the team's practice (Criterion 3), applicants should consider drawing on a range of evidence/methods of evaluation, as appropriate to the nature of the team's work and its context. This might include qualitative and quantitative evidence. For example:

- Student feedback and evaluations
- Testimonials from colleagues, including team members and other stakeholders
- Student data e.g. progression, retention, engagement, achievement, employment rates
- Recognised achievements e.g. awards/nominations, funding successes
- Use of the team's resources, publications etc
- Changes to local/institutional policy or practices.