 CATE Mapping Document

For the claim, you need to demonstrate outstanding achievement against the two 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

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| VALUE | IMPACT | REACH |
| 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 nominees may also be working in settings where there are positive explicit ethical elements to their practice. | 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 teaching practice and/or learning outcomes. | The scale of influence. Though ‘geographic’ reach may be important for some nominees, it is useful to consider other ways that a nominee can demonstrate reach. Some nominees may demonstrate reach at a department/ faculty/ institution/ 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.). |

Please complete the mapping document below. This will give an indication of whether you have enough evidence to begin a CATE application. Put a tick against each criterion you already have evidence for. There are separate places to tick for Value, Impact and Reach. There are indicative examples in each but these are not at all comprehensive. People who win CATEs work in very different situations with different opportunities and provide very varied forms of evidence – some quite creative! Please do not be concerned if you do not have evidence for a section – this will help us to plan how to gather evidence if you are accepted on to the preparation pathway.

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| --- | --- | --- | --- | --- | --- | --- |
| Criteria | Examples of evidence for: Value | x | Examples of evidence for: Impact | x | Examples of evidence for: Reach | x |
| Excellence in Team’s Collaborative Approach |  |  |  |  |  |  |
| * Do you have clear aims? | For your programme/project or to address a particular need, problem or issue |  | An evaluation framework  Continuous evaluation |  | A dissemination strategy  Internal and external stakeholder accountability built in |  |
| * Is it genuinely collaborative? | Membership and how it came about  Inclusive  Roles and contributions are equal, valued |  | Quotes from members  Observations/quotes/comments from external people esp. managers, students, etc  Membership is transformative  Model has been recognised as unique  Others have copied/emulated team |  | External and national recognition  Publication or other forms of dissemination. |  |
| * Are you engaging directly with students? | Students are part of team  Students are actively engaged  Students co-create  Students set objectives  Team meet regularly with students to clarify issues |  | Students have been transformed through engagement |  | External recognition of way students are engaged |  |
| * Are the team objectives addressing sector priorities or needs? | Clear links to sector priorities or needs |  | Funding for aspects of team’s work from HEI or external  Quotes from sector or internal e.g. SMT, committees  Contributions to policy making |  | Funding from external sources  Reports, news items, quotes  Agency involvement  Community involvement  Meeting International priorities |  |
| * Are you working with a range of stakeholder groups? | Students, School, agencies, services, communities, statutory bodies… |  | Quotes or recognition from stakeholders on the importance of the work (not outcomes that’s for Criterion 2) |  | Community, national, international |  |
| * Does your collaboration take place over a variety of sites and situations? | Are members embedded in other departments/services/campuses?  Is it cross-institutional?  Is it with community groups or within another sector, e.g. health trust or business? |  | How have other sites been transformed by this way of working?  Have their practices changed? |  | Can be wide – lots of sites, people, countries  Can be deep – one other site but very significant transformation |  |
| * Have you faced and overcome challenges? | Can you tell a narrative through time of your team’s challenges and how you worked together to overcome them? |  | How has working together to solve problems transformed members?  Did you create better ways of working?  Recognition by outsiders |  | Community, national or international scale |  |
| Impact of Collaborative Working |  |  |  |  |  |  |
|  | Evidence of value |  | Evidence of impact |  | Evidence of reach |  |
| This section is all about impact and outcomes – what was transformative about your team’s work? | Did you do something particularly significant? What has the work added to practice, knowledge or people?  Value to students – quotes  Value to institution – HoS, SMT, committees  Value to sector – reports, agency quotes, other HEIs  Value to community – addressing need |  | Quantitative and qualitative evaluation or research on:  Impact on students  Impact on institution  Impact on sector  Impact on particular issue/need  Impact on discipline/service  Impact on community |  | Impact has reached a lot of people or places  Or  The impact has been profound  Quantitative and qualitative  External and internal  Changes to practice beyond the team’s immediate influence  Publication and other disseminations  Invitations to present |  |