**Expression of interest form for Collaborative Award for Teaching Excellence (CATE)**

**Team leader information**

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| --- | --- |
| Name and title |  |
| Job title |  |
| Centre/Institute |  |

**Team member information\***

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| --- | --- |
| Name and title |  |
| Job title |  |
| Centre/Institute |  |

|  |  |
| --- | --- |
| Name and title |  |
| Job title |  |
| Centre/Institute |  |

|  |  |
| --- | --- |
| Name and title |  |
| Job title |  |
| Centre/Institute |  |

\*Add further sections for additional team members as required.

**The sections below are based around the 2 key criteria used by Advance HE in judging applications for the CATE award. For each criterion, Advance HE looks for evidence of**

* **Reach – the scale of influence (department, faculty, institution, national, global).**
* **Value – benefit derived for students and staff.**
* **Impact – the difference that has been made to policy, practice and/or student outcomes**

**Criterion 1: Excellence in the team’s collaborative approach**

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| *Please provide an account of how the team has* *enhanced and transformed the student learning experience and outcomes commensurate with its context and the opportunities afforded by it. This is likely to include:** *the rationale for the team’s approach and its aims and objectives*
* *how the team works together collaboratively*
* *how students have been directly involved in the team*

*Maximum**350 words* |
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| *What evidence demonstrates the reach, value and impact of your collaborative approach? Please give 3 examples.* |
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**Criterion 2: Excellence in the impact of collaborative working**

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| *Please say how how the team has had a demonstrable impact on teaching, the support of student learning and/or the support of colleagues, including beyond your immediate academic or professional area.* *Maximum**250 words* |
|  |
| *What evidence demonstrates the impact of your current collaborative working? Please give 3 examples.* |
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Please send this completed form to educationaward@sgul.ac.uk by end of Monday 23rd November