

+ Collaborative Award for Teaching Excellence (CATE) 2027

Guidance for Institutions and Nominated Teams



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1 Deadline and assessment schedule

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

Date	Milestone
Monday 5 October 2026	Call for nominations opens <i>CATE 2027 Guidance for Institutions and Nominated Teams</i> will be available on the Advance HE website. Teaching Excellence Awards Leads (TEALs) in institutions will be able to access and download Word versions of the nomination <i>pro-formas</i> from the Teaching Excellence Awards Lead (TEAL) Contact Network group on Connect.
Wednesday 10 March 2027	Nominations close Nominated team details and all electronic copies of nomination documents must be uploaded by the TEAL to Advance HE's Survey Monkey Apply (SMA) online platform by 12:00 noon (GMT). Access to SMA will close to TEALs at this time.
w/c Monday 21 June 2027	Nominated Team Leaders, TEALs and Vice-Chancellors notified of outcome Nominated Team Leaders and TEALs will be informed of the outcome. Vice-Chancellors/Principals/Presidents (or equivalent) of nominating institutions will only be informed of winning teams. Please note that this information is embargoed until the official announcement.
Thursday 5 August 2027	Official announcement Advance HE announces the new 2027 CATE winners.
By end of August 2027	Nominee feedback issued Nominated teams will receive written feedback on their nomination; please note that reviewer scores and overall rankings will not be shared. TEALs will be copied into feedback.
Autumn 2027	Award Ceremony The Award Ceremony will be held in early Autumn 2027 (date and location to be confirmed).

This document provides detailed guidelines for the nomination process and for the preparation and submission of nomination documents for the 2027 CATE award round.

2 Introduction

The Collaborative Award for Teaching Excellence (CATE) recognises and celebrates collaborative work that has had a demonstrable impact on teaching and learning in **UK Higher Education (HE)**.

The CATE is organised and run by Advance HE. Participation is a benefit of Advance HE UK Strategic or Access membership, with no additional fee. Each eligible institution may submit **one nominated CATE team who teach and/or support learning in higher education**. This team is referred to as the nominated team, and the submission made on their behalf as a ‘**nomination**’.

Nomination documents are available from the private [Teaching Excellence Awards Lead \(TEAL\) Contact Network](#) group on Advance HE’s Connect platform. TEALs submit nominations through Advance HE’s [SurveyMonkey Apply \(SMA\)](#) online platform.

Up to 15 nominated teams will be selected to receive the CATE award in 2027, recognising outstanding impact of collaborative working on teaching and/or learning support. Advance HE will promote the work of all winning teams and showcase their contributions to student outcomes and/or the teaching profession.

Winning CATE Team Leaders and Deputy Team Leaders will receive a digital badge, and all team members will be invited to become a member of the Collaborative Award for Teaching Excellence Network (CATE-Net), enabling them to become ambassadors for CATE, collaborate with other CATE winners, and support the ongoing enhancement of learning and teaching. The 2027 CATE awards will be presented at a celebratory dinner in Autumn 2027.

The UK Teaching Excellence Awards Advisory Panel advises on the CATE criteria, review process, and selection of winners. The Panel is independent of Advance HE and comprises senior HE representatives from across the UK nations and other relevant stakeholders.

Further details of the [CATE Scheme](#) are available on the Advance HE website, while information about the [CATE-Net](#) is available on its website.

2.1 Updates for CATE 2027

- + **Multi-institutional teams:** Existing guidance has been clarified to confirm that CATE applications may be made by teams with members from more than one institution. However, a single lead institution must be specified, and the Team Leader must be from that institution. **Joint submissions are not permitted** (*Section 3.1*). See also *Section 9* for information on the process for outcomes and publicity relating to teams with members from more than one institution.
- + **Visual elements:** New guidance has been added on the use of visual elements within Claims (*Section 3.3*).

- + **Statements of Support:** Existing guidance has been clarified to confirm that Statements of Support **must** be signed off by the nominating institution's Vice-Chancellor (VC) or equivalent (*Section 6*).
- + **File naming:** A new file-naming convention has been introduced for all files submitted via SMA: 'InstitutionTeamLeadersNameDocName'. For example: UniofLevenheathHannahCooperClaim (*Section 3.3*).
- + **Microsoft Word:** TEALs and Nominated Teams are advised to use the desktop version of Microsoft Word, rather than Word Online, when completing the pro-formas, to help preserve formatting (*Section 3.2*).
- + Minor revisions have been made to wording and presentation throughout the guidance.

3 Guidelines for nomination

3.1 Eligibility

The CATE 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 institution may nominate **one team** who demonstrate impactful collaboration in teaching and/or learning support. CATE nominations are institutional; teams cannot apply directly for the Award.

Institutions are strongly encouraged to ensure their selection processes reflect the diversity of their staff body and are inclusive of the range of ways in which staff teach and/or support learning. Overleaf is a summary of eligibility considerations for the selection of CATE Teams:

Eligibility consideration	Details
Roles	Nominated CATE Teams may include members of staff in any role that contributes to higher education student outcomes and/or the teaching profession, including professional staff who support HE learning. Nominated CATE Teams may also include students or external partners as members of the team.
Institutional	The Team Leader must teach and/or support HE student learning within the nominating Advance HE member institution, including through teaching, research and/or learning support. Staff employed by a UK member HEP and

	working at an overseas campus are also eligible to be part of nominated CATE teams.
Selection of Team and Deputy Team Leaders	The Team Leader and Deputy Team Leader are selected by the team. Their roles do not need to reflect organisational hierarchy, seniority or line-management responsibility.

Team membership across institutions

Teams may include external members, including colleagues from industry, the wider community, or partner institutions, and the Deputy Team Leader may be external to the nominated HEP. However, the Team Leader must be directly employed by the nominating UK HEP at the time of submission (Wednesday 10 March 2027). Where CATE applications are made by teams with members from more than one institution, a single lead institution must be specified; **joint institutional submissions are not permitted**.

If a winning CATE team includes members from more than one institution, only the nominating institution will be recognised as the winning institution in the outcome announcement, on certificates and in the online winner profile.

Student Engagement

Each team must demonstrate direct engagement with higher education students. Students may be team members, including in representative roles. Where students are not members of the team, the nomination must clearly demonstrate how students are directly involved in the team's work.

Restrictions on eligibility to be nominated for CATE

There are some practical restrictions on who can be nominated each year, summarised in the table below:

Role	Eligibility Restriction
NTFS Nominees	NTFS Nominees <i>cannot</i> be CATE Team Leaders or Deputy CATE Team Leaders in the same Awards cycle. They can be a member of a CATE Team nominated in the same Awards round in a role <i>other</i> than Team Leader or Deputy Team Leader.
TEALs and Deputy TEALs	TEALs and Deputy TEALs <i>cannot</i> be CATE Team Leaders or Deputy CATE Team Leaders in the same Awards round. TEALs wishing to be Team Leader or Deputy Team Leader of a nominated team must step down from their role for the relevant Awards cycle. Please contact cate@advance-he.ac.uk to advise of the change and provide contact details for the replacement TEAL/Deputy TEAL. SMA access will be reassigned to prevent a conflict of interest.

CATE Reviewers	Individuals <i>cannot</i> be in a team nominated for CATE and act as a volunteer peer reviewer for CATE in the same Awards round, they <i>can</i> act as a peer reviewer for NTFS in the same Awards round.
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Inclusive selection

Advance HE encourages employment practices that support equitable outcomes in recruitment, retention and career development across the HE sector. Institutions should ensure their nomination processes are inclusive and do not discriminate against individuals in relation to the protected characteristics set out in the *Equality Act 2010*. Selection processes should also recognise the variety of ways in which staff who teach and/or support learning are employed.

Previous CATE data indicates under-representation of:

- + The wide range of **professional staff that support HE student learning** (to give some examples: learning developers, learning technologists, learning designers, careers and employability advisors, library staff, student support staff, academic skills developers, academic advisors, technicians, placement officers, etc.);
- + part-time, fractional, sessional and hourly-paid staff;
- + ethnic minority staff groups relative to HESA statistics;
- + staff working within the college sector and alternative providers; and
- + males relative to HESA statistics.

Institutions are encouraged to consider how their internal selection process can create a positive profile for nominated teams and how they will support teams who are unsuccessful in the highly competitive CATE process.

Claim integrity requirements

The Claim must be the nominated team's own work. Institutions are responsible for ensuring the integrity and authenticity of the Claim, and Advance HE may process nominations through anti-plagiarism software.

Generative AI tools may be used appropriately to support development of a Claim, for example for spelling and grammar, but the content must remain the nominated team's work.

3.2 Nomination documents

Each CATE nomination comprises the following components, summarised in the table below, which must be coordinated and submitted via SMA by the institution's TEAL (see *Section 3.5*).

Component	Key requirements	Completed by
Nominated Team Information	For the Team Leader: name and title; job title; department; nominating institution name and address; contact details, including a telephone number (with consent for contact on results day if successful, and for contact details to be shared with CATE-Net Chairs in the event of success); and thematic areas. For all team members: name, status (staff/student/external partner) and email address. Maximum 13 additional team members, plus the Team Leader and Deputy Team Leader. Entered directly into SMA.	TEAL
Claim	+ Core Team Composition: record of team members and roles; no word limit. + Overarching Context Statement: up to 300 words. + Claim against the two CATE award criteria: maximum 4,500 words in total across C1 and C2. + Reference List: no word limit; teams are advised to include between 2 and 20 sources. Completed by the nominated team and submitted as a PDF via SMA by the TEAL. See <i>Section 5</i> and <i>Appendix 1</i>.	Nominated Team

Signed Statement of Support	Institutional endorsement and perspective on the Claim (maximum 1,000 words), written by a DVC/PVC/Director of Professional Services area or equivalent who is familiar with the nominated team's practice. Must be signed off by the Vice-Chancellor or equivalent. See Appendix 2. Submitted by the TEAL as a PDF via SMA.	DVC/PVC/Director of Professional Services area or equivalent (sign off by VC or equivalent).
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The TEAL is responsible for co-ordinating the completion of all nomination components and submitting the complete nomination via SMA.

Pro-formas: The Claim and Statement of Support *pro-formas*, including bilingual Welsh-language versions, are available for TEALs to download from the private TEAL Network group on [Connect](#). We recommend that TEALs open and use the *pro-formas* in the desktop version of Microsoft Word rather than Word Online.

Equal Opportunities Monitoring Survey

After the submission deadline, all members of the nominated team (as entered into SMA by the TEAL) will be invited by the Advance HE Awards Team to complete an online Equal Opportunities Monitoring survey (see *Section 3.4*). Responses will be reported anonymously to the UK Teaching Excellence Awards Advisory Panel.

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.

Requirement	Guidance
Word limit	Sections A and B have strict maximum word limits. Any content exceeding these limits will not be considered by reviewers. For Section B criterion responses (C1 and C2), nominated teams must provide separate word counts for: (1) Figures and visual elements, including all text within figures, diagrams, graphs and tables, and (2) main body text, including section headings, in-text citations and endnotes. The 4500-word limit applies across the C1 and C2 responses combined. Teams may decide how to allocate the words between C1 and C2; the combined total must not exceed 4500 words.

Font	Arial, 12 point.
Headers and footers	Include the nominated team's name, team leader name, and nominating institution in the header and page numbers in the footer.
Citations	Citations may be included in the body text or as endnotes for each section. These must be included in the final word count.
Hyperlinks	Do not include hyperlinks in the Claim , as these provide additional information outside the word limit. Claims containing hyperlinks will be returned. Internet addresses may be included in the Reference List to identify online sources, but reviewers are instructed not to follow them.
File Name	Use the following naming convention for all files submitted on SMA: 'InstitutionTeamLeaderNameDocName' (e.g. 'UniofLevenheathHannahCooperClaim').

Use of visual elements

Simple visual elements may be used to present or clarify evidence that supports the Claim. They should add clear evidential value and communicate information that would otherwise be difficult to present as clearly or concisely in text. Visual elements are not assessed by reviewers on design quality, aesthetic presentation or graphical sophistication, but on the extent to which they support the communication of evidence.

Visuals should clarify, organise or summarise evidence presented in the Claim, rather than introduce additional evidence or provide persuasive or emotional context. For example, a graph can make a pattern in existing evidence clearer, while a photograph, logo or screenshot may introduce additional information or context that is not part of the evidence being claimed.

Before including a visual, nominated teams should ask: *What does this show, and does it help to clarify the evidence in my Claim in a way that text alone cannot?*

Examples of permitted visual elements include tables, bar charts, line graphs, pie charts, scatter plots, flowcharts, process diagrams, Venn diagrams, fishbone diagrams, timelines, mind maps, conceptual or framework diagrams, matrices (e.g. SWOT analyses), and grids comparing categories or variables.

Visual elements that are not permitted include photographs, illustrations or drawings, screenshots, logos or icons, scanned text, maps, decorative or artistic images, and infographics containing non-essential visual elements.

All text within visual elements, including headings, labels, keys and axis titles, must be included in the 'figures' word count.

Testimonials

Student testimonials should be attributed in a way that provides relevant context about the learner while maintaining anonymity, for example, "UG Student" or "PG Workshop Attendee". Testimonials from colleagues or other stakeholders may include their name, with consent, or be anonymised where appropriate.

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

Advance HE collects team member data through the Equal Opportunities Monitoring Survey for anonymous statistical monitoring. This information does not form part of the Claim and is **not shared with reviewers**. Each member of the team (as entered into SMA by the TEAL) should complete the survey; the Awards Team will contact team members directly (see *Section 3.2*).

All personal data submitted through a CATE team nomination will be treated confidentially by Advance HE. Only relevant nomination documentation will be shared with reviewers and the UK Teaching Excellence Awards Advisory Panel, as outlined in this guidance.

For information about how Advance HE collects, stores and uses personal data, please see the [privacy statement](#).

3.5 Submission and receipt of nominations

Nomination documents must be submitted by the institution's TEAL through the SMA online platform. TEALs must have an SMA account to upload nominations. Full instructions are provided in the *TEAL Handbook and SMA User Guide 2027*.

Deadline

All nomination documents must be uploaded by **12:00 noon (GMT) on Wednesday 10 March 2027**.

Institutional submission

The TEAL submits their CATE nomination on behalf of their institution and is expected to have the appropriate authorisation from their institution's senior management.

Language

Nominations may be submitted in English or Welsh. Nominations submitted in Welsh must also include an English-language version of all documents for review purposes

Confirmation of Receipt

Receipt of an uploaded nomination will be acknowledged by an automated email from the SMA system to the TEAL. The system will not allow incomplete nominations to be submitted.

Advance HE will then confirm by email that all documents have been received and are accessible by **17:00 on Friday 12 March 2027**. If confirmation has not been received by this time, the TEAL should contact cate@advance-he.ac.uk to confirm receipt by **17:00 on Monday 15 March 2027**.

4 CATE Award criteria

All team Claims 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 **value, reach, 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 two CATE Award Criteria (maximum 4500 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

The core team is the distinct group of **3-15 team members** who are responsible for initiating, developing and delivering the practice of the nominated CATE Team. Core team

members may come from different disciplines, professional roles, career stages, student groups and/or external organisations/members of the wider community. Core team membership is not defined by seniority or job status.

Core team members are typically those who contribute creatively, collaborate closely, develop ideas and concepts, and share responsibility for key decisions and outcomes. Teams may include an extended group of individuals who engage with or contribute to the work as it develops. There may be interaction between the core team and extended group, with ideas and activity flowing between them.

There is no expectation that a nominated team will have an extended group. Where an extended group exists, its contribution may form part of the evidence across the Claim, particularly in demonstrating Value, Reach and Impact. For Criterion 1, teams should focus primarily on the depth and nature of collaboration between core team members.

If you have questions about identifying your core team, please contact cate@advance-he.ac.uk.

5.2 Section A – Part 1: Core Team Composition

The Claim Form provides space to list the core team members. This information is not scored but helps reviewers understand the team's context and the nature of collaboration for Criterion 1.

Provide each member's name, job title and role within the team. The core team can include a maximum of 15 members, including the Team Leader and Deputy Team Leader.

Normally, there will be one Team Leader and one Deputy Team Leader. If there is a strong case for co-leaders, please contact cate@advance-he.ac.uk for advice.

An example is provided below of a completed *Appendix 1* to illustrate how the Core Team Composition section might be approached. It is not intended to be prescriptive.

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:	The Digital Health Team
Institution:	Poppleton University
Section A, Part 1: Core Team Composition (not scored by reviewers)	
Add more rows as required (maximum 15 members including Team and Deputy Team Leaders)	
Name	Role and/or 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 UK Teaching Excellence Awards Advisory Panel recognise that teaching and learning support are shaped by different academic, professional and institutional contexts. Reviewers will consider the institutional context of each nominated team and their opportunities to contribute when assessing the evidence in the Claim.

The 300-word Context Statement appears at the beginning of the Claim. It is not scored, but provides context to help reviewers understand the team's work and interpret the evidence presented in Section B.

The Context Statement should:

- situate the team's work within its context, including the setting, field and/or area of work, particularly where this is important to understand the evidence in the Claim;
- describe the nature, scope and scale of the team's teaching and learning practice, including, where relevant, the types of learners, disciplines and specialist areas involved; and
- highlight aspects of the team's context that are most relevant to their evidence, including contributions that extend across institutions, the wider sector and/or industry or sector bodies.

The Context Statement should be concise and focused. It should not include evidence of Value, Reach and Impact, which should be presented under the relevant award criteria. Teams should also avoid lengthy descriptions of their institution's history, status or prestige. Further guidance on what to include and avoid is provided below:

What to include

The team might consider including:

- + **information about the institution(s) and context(s)** in which the team operates, including where the Claim draws on work across more than one institution or setting;
- + **information about the learners and/or colleagues** the team works with, including relevant groups or communities;
- + **information about the team's discipline, field, specialist and/or professional area**, where relevant to understanding the Claim;
- + **information about the nature, scope and development of the team's work**, including relevant projects, activities, time periods or changes in context;
- + **information about particular roles, responsibilities or characteristics** of the team that are important to understanding its work;
- + **context for wider activity** referenced in the Claim, such as work involving sector bodies or industry, where relevant; and

- + **a timeline**, where helpful, to show the development of the team's work and any ongoing activity relevant to the Claim.

You do not need to cover all of these areas. Focus on the aspects of your context that are most relevant to understanding your Claim.

The Context Statement should be written in the personal voice (we, our).

What *not* to include

The Context Statement should provide context rather than evidence for the Claim. Avoid including:

- + **detailed examples of the team's practice or specific teaching and learning initiatives** - these should be evidenced under Criterion 1 or 2. Brief explanations may be included where needed to explain the context of the team's collaborative work;
- + **evidence of how the team has developed and works together** - this should be included under Criterion 1;
- + **evidence of Value, Reach or Impact**, including wider professional or sector impact and dissemination across other areas, campuses, teams or institutions - this should be included under the relevant award criterion; and
- + **lengthy descriptions of the institution's history, status or prestige**, unless directly relevant to understanding the team's Claim.

Remember: the Context Statement is not scored. Any information intended as evidence of excellence should be included under the relevant award criterion.

5.4 Section B: Claim against the two CATE award criteria

Nominated teams should use Section B to set out their Claim against the two CATE award criteria, addressing each criterion in turn and providing evidence of the value, reach and impact of their collaborative practice. Section B must not exceed 4,500 words.

There are many ways to evidence the award criteria, depending on the nature and context of the team's work. The examples below are illustrative rather than prescriptive and are intended to indicate the types of evidence teams might draw upon.

Key points:

- + address each award criterion in turn and provide evidence to support the Claim;

- + draw on explicit evidence of impact in demonstrating excellence against each criterion;
- + select evidence that is meaningful and convincing, focusing on the quality and relevance of evidence rather than the quantity;
- + where appropriate, use a balance of qualitative and quantitative evidence and make the student voice explicit; and
- + consider how the writing style and presentation of the Claim can communicate the team's excellence clearly to a diverse range of reviewers.

Indicative sources of evidence

Criterion 1	Criterion 2
Excellence in the team's collaborative approach	Excellence in the impact of collaborative working
Shared goals and purpose	Student feedback and evaluations
Shared and appropriate leadership	Student data, such as progression, achievement, retention and engagement
Integration of diverse expertise	Staff data, such as participation, engagement and career development
Team participation, development and conflict resolution, where applicable	Feedback and data from work with peers, new initiatives or initiatives in new settings
Positive outcomes for team members	Use or adoption of the team's resources, approaches or publications
Review and evaluation processes	Work with partner or external organisations and professional bodies
Improved effectiveness over time	Recognised achievements, such as awards, accreditation, funding successes and external partnerships
Team member or stakeholder testimonials	Quantitative evidence demonstrating the scale, reach and impact of the team's work

These examples are **not exhaustive**. Teams should select evidence that is most relevant to their context and Claim, including evidence that demonstrates the inclusive nature of their practice.

Claims may vary considerably in style, content and the types of evidence presented. There is no expected style or formula, and reviewers will consider the different communication and analytical approaches that may arise across academic disciplines and professional roles.

The nominating institution and nominated team should determine what constitutes appropriate evidence for their Claim, ensuring that evidence of impact is clearly articulated and, where relevant, that the student voice is explicit.

Value, Reach and Impact

Reviewers will look for evidence demonstrating the value, reach and impact of the nominated team's practice. Teams should aim to demonstrate a meaningful balance of all three across their Claim.

Value	Reach	Impact
The benefit derived from the team's practice for students, staff and/or team members. This may include enhanced learning or teaching experiences, changes in approach, improved practice, or other meaningful benefits.	The scale and breadth of the team's influence. This may be demonstrated geographically or across departments, faculties, institutions, nationally or internationally. Reach may also relate to different groups of students, individuals or organisations.	The difference the team's work has made to policy, practice and/or student outcomes. Evidence should demonstrate positive change resulting from the team's activity and may be qualitative and/or quantitative.
Consider: <i>What is the added value of this team working in this way?</i>	Consider: <i>What is it about <u>this particular team</u> that enables it to work in this way and achieve its reach and impact?</i>	Consider: <i>How is the impact greater because this is a collaborative team, or because it is <u>this particular team</u>?</i>

The examples above are illustrative rather than exhaustive. Teams should identify the forms of value, reach and impact that are most meaningful to their context and Claim.

Cooperative v. Collaborative Team Working

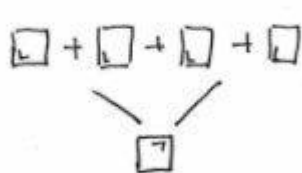
Nominated teams should aim to capture evidence of their collaborative working under both award criteria. Collaboration is a state of interdependence that is likely to be much deeper than simply co-operating as members of a team. Successful Claims are likely to encompass aspects of practice that go beyond 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 cohesively 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.

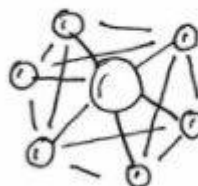
COOPERATIVE V. COLLABORATIVE

By John Spencer @spencerideas



COOPERATION

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

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.
- + demonstrating team practices that enable effective working.
- + being flexible and creative in working to address unanticipated situations or events.
- + articulating the 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 its *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 added value achieved from the reach and/or impact of the team's work.
- + the impact of supporting colleagues and/or influencing support for student learning.
- + the impact on student learning or outcomes.
- + the impact of any outcomes or outputs of collaborative work.

5.5 Section C: Reference List

Section C of the Claim provides an opportunity for teams to list the references they have drawn upon in the evidence provided against each award criterion. These may include relevant research, scholarship and professional practice, as well as established literature or the team's own evidence base for teaching and learning.

Teams **should not** simply list their publications and presentations. The Reference List should include only sources that are directly referred to in Section B and should not be used to provide hyperlinks to further supporting material.

There is no word limit for the Reference List. However, analysis of previous winning nominations suggests that fewer than 2 or more than 20 references is likely to be inconsistent with successful submissions.

The Reference List is not part of the review process and is not 'scored' by reviewers. Its purpose is to enable reviewers to identify sources and provide appropriate credit to authors whose work has informed areas of the team's practice evidenced in the Claim.

6 Statement of Support

The Statement of Support is a complementary part of the nomination. It provides an institutional perspective on, and endorsement of, the Claim, confirming the significance of the nominated team's work and its value, reach and impact.

It should not introduce new or supplementary evidence. The Claim and supporting evidence must be presented in Section B. The Statement of Support should provide independent endorsement and context for the claims made in Section B.

Requirement	Guidance
Who writes it?	A senior colleague at the nominating institution, at DVC/PVC/Director of Professional Services level or equivalent , who is familiar with the nominated team's teaching and learning practice.
What should it do?	Endorse the Claim and provide an institutional perspective on the significance, value, reach and impact of the nominated team's work. This might include the strategic importance of their work or the change resulting from their actions. Provide institutional context and explain how the nominated team's work has been recognised within the institution and, where relevant, how the institution plans to further support or disseminate their practice. Confirm the institution's support for the nominated team, should they be successful, including support for any responsibilities associated with holding a Collaborative Award for Teaching Excellence.
Who should provide sign-off?	The Vice-Chancellor, Principal, President or equivalent must sign off the Statement of Support to confirm formal institutional endorsement. Their name, job title and signature must be provided.

7 Review and selection process

Each nomination is assessed by independent external peer reviewers against the two award criteria in Section B of the Claim.

CATE reviewers are experienced HE teaching and learning professionals, independent of Advance HE, who support the review process on a voluntary basis. All reviewers have experience in criteria-based assessment, complete a moderation exercise and undertake CATE reviewer training before reviewing nominations.

Each nomination is allocated to **three** reviewers, with conflicts of interest managed before allocation. Reviewers assess each Claim independently and confidentially, without consultation with one another. Reviewer identities are not shared with nominated team's, nominating institutions or the UK Teaching Excellence Awards Advisory Panel during the selection and award process.

Reviewers score each of the two criteria 0–9, using the scoring rubric in *Appendix 3*. Each criterion is equally weighted, giving a maximum possible score of 18. Reviewers will not consider content exceeding the 4,500-word limit for Section B. Where reviewer scores are identified as discrepant, Advance HE uses an additional reviewer to support a fair and consistent assessment process.

Advance HE oversees the peer review process and monitors its operation to ensure that nominated teams are treated fairly and consistently. Advance HE is committed to equality, diversity and inclusion and processes nominations in accordance with relevant equality requirements.

The UK Teaching Excellence Awards Advisory Panel has oversight of the review process and makes recommendations for award winners. Separately, and independently of its role in the review process, the Panel also considers anonymised equal opportunities monitoring data to maintain oversight of the diversity and inclusivity of the pools of nominated team members and reviewers.

8 CATE-Net support events

In addition to the guidance in this document, **CATE-Net** (a network of previous CATE winners) runs free online support workshops for teams developing nominations. Previous attendees have found these events valuable in supporting the development and writing of their Claim.

Aspiring CATE teams and those supporting them are invited to register via the [Advance HE website](#). TEALs are encouraged to promote these events within their institution.

9 Outcomes and publicity

Team Leaders and their TEALs will be notified of the outcome by email in the week commencing **Monday 21 June 2027**. The Vice-Chancellor/Principal/President (or

equivalent) of each nominating institution will also be notified if their nominated team is successful.

The results will remain **strictly embargoed until 08:00 (BST) on Thursday 5 August 2027**. Successful Team Leaders and their TEALs may share news of the award with core team members and relevant institutional marketing and communications colleagues for planning purposes, who must also observe the embargo.

Award winners and their nominating institutions must not publicly announce their success before the embargo lifts. Breaching the embargo may result in the award being revoked. From 08:00 (BST) on Thursday 5 August 2027, institutions are welcome to announce and celebrate their winners. Advance HE will officially announce the 2027 CATE award winners on its website and through a press release on the same date.

For winning teams with members from more than one institution, Advance HE will liaise with the **lead institution** which submitted the nomination to prepare the official announcement. Non-nominating institutions wishing to celebrate a team member who is employed by their institution and is part of a winning team nominated by another institution should contact the Communications (communications@advance-he.ac.uk) in advance to discuss their plans. Any publicity must observe the embargo and may only be released from 08:00 (BST) on Thursday 5 August 2027.

Each successful Team Leader and Deputy Team Leader will receive an interactive digital CATE badge on or shortly after the announcement date. The badge can be downloaded and shared or added to an email signature and includes information about the CATE award criteria and the holder's online certificate. Badge information will be taken from the nominated team's details entered into SMA by the TEAL during the submission process. See example:



The CATE is a competitive scheme and the UK Teaching Excellence Awards Advisory Panel's decision is final. **No appeals can be made against the outcome.**

Concerns about the fair administration of the nomination process should be raised through the Advance HE complaints process. In the first instance, please contact ntfs@advance-he.ac.uk.

Publicity Information and Photographs

Following notification of outcomes (see above), the Advance HE Marketing and Communications Team will request information and a photograph from new CATE award holders for use on the Advance HE website.

Information and photographs must be submitted via the online form provided to winners by **Friday 9 July 2027**.

Requirement	Details
Team profile - long	350 words, written in the third person (e.g. <i>they/the team</i>). Include: + Overview of the team. This should give brief details of the team members and their contribution to the team; + Overview of impact. This should give highlights of the collaborative work of the team that has had a demonstrable impact on teaching and learning; + The team's personal story. Examples of previous winners' profiles can be found on Advance HE's website for reference.
team profile - short	50-word summary of the personal profile, written in the third person.
Social media	Relevant social media contact details, such as a LinkedIn profile or Bluesky handle.
Photograph	+ <u>One</u> high-resolution photograph of 1Mb and 300dpi (minimum) of the team (note that this can be achieved with most smartphones and non-professional cameras); + Photograph submitted in JPEG format and in landscape format; + The team may submit an institutional logo in lieu of a group photograph if needed.

Information and photographs should be submitted to the Advance HE Communications Team via the online form provided to winners.

Image rights and consent: By submitting a photograph, the Team Leader/Deputy Team Leader confirms that they consent to Advance HE using the image for promotional and publicity purposes and that they own the relevant intellectual property rights or have permission to provide and use the image for these purposes.

If the required information and photograph (or institutional logo) are not received by **Friday 9 July 2027**, the winner's profile will show the team's name and institution only. Advance HE cannot guarantee that materials received after this date will be processed in time for the official announcement.

Feedback

Following publication of the CATE 2027 outcome, Advance HE will provide individual written feedback to all nominated Team Leaders and their TEAL by the end of **August 2027**.

Feedback is collated from the three reviewers against the two award criteria and is intended to support nominated team's future development. Reviewer scores and nominated team rankings are not released.

10 Award ceremony

A celebratory dinner will be held in Autumn 2027 (date and venue to be confirmed), to which two members of the team, and the Vice-Chancellor/Principal/President (or equivalent) will be invited. Additional tickets are also available for purchase.

Appendix 1: CATE 2027 Nominated Team 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 (maximum 15 members including Team and Deputy Team Leaders)	
Name	Role and/or Position
Section A, Part 2: Context Statement (not scored by reviewers) (300-word limit)	
Word count for Section A, part 2 (maximum 300 words)	Enter word count for Section A, part 2 here :
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 4500 words across C1 and C2 responses)	<i>Words contained within figures and visual elements:</i> <i>Word contained within main body text:</i> <i>Total word count:</i>
Section C: Reference List (not scored by reviewers)	
Team Leader signature*: (A typewritten name is acceptable)	
Date:	
By submitting this document, I confirm that: • I am not a TEAL or Deputy TEAL or a nominee for NTFS 2027 • I agree that the TEAL for my Institution can complete the team's online nomination, including the personal information required. • This Claim is solely the work of the nominated CATE team • I have read, understood and agree to the Advance HE Privacy statement	

Appendix 2: CATE 2027 Statement of Support

This Statement of Support should be **completed** by a colleague in a senior position at the nominating institution (DVC/PVC/Director of Professional Service Area, or equivalent) familiar with the nominated team's teaching and learning practice 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. It is most helpful if the Statement of Support aligns well with the Claim.

Name of person writing Institutional Statement of Support:	
Position:	
Contact details (work address, email and phone):	
Name of nominated CATE team:	
This Statement of Support should: - o endorse the validity of the nominated team's Claim for outstanding impact; - o provide an institutional context within which the nominated team has been identified as having outstanding impact and outline any future plans to disseminate their practice; - o provide any additional supporting information which might be most appropriately expressed by a colleague in a senior role (at the level of DVC/PVC/Director of Professional Service Area, or equivalent) familiar with the nominated team's work.	
<i>Enter Statement of Support here:</i>	
Word Count (Max 1000 words):	<i>Enter word count here</i>
Institutional sign off by Vice-Chancellor (or equivalent)	
Name, position and contact email	
Electronic Signature* (*scanned signature and not typewritten)	
Date:	

By signing this document, I confirm that:

- I endorse this nomination and confirm that 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).
- I have read, understood and agree to the [Advance HE Privacy Statement](#).
- Advance HE may use this form as confirmation 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 3: 2027 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 18 from each of the three reviewers).

	0 points	1-2 points	3-4 points	5-6 points	7-8 points	9 points
Criterion 1: Excellence in the team's collaborative approach	Evidence is not related to excellence in the team's approach to working collaboratively, commensurate with their context.	Partial evidence of excellence in the team's approach to working collaboratively, commensurate with their context.	Some good evidence of excellence in the team's approach to working collaboratively, commensurate with their context.	Good, with some very good , evidence of excellence in the team's approach to working collaboratively, commensurate with their context.	Very good, with some outstanding , evidence of excellence in the team's approach to working collaboratively, commensurate with their context.	Exceptional evidence of excellence in the team's approach to working collaboratively, commensurate with their context.
Criterion 2: Excellence in the impact of collaborative working	Evidence does not demonstrate the team's impact on teaching and learning.	Partial evidence of the team's impact on teaching and learning, including going beyond their academic or professional area.	Some good evidence of the team's impact on teaching and learning, including going beyond their academic or professional area.	Good, with some very good , evidence of the team's impact on teaching and learning, including going beyond their academic or professional area.	Very good, with some outstanding , evidence of the team's impact on teaching and learning, including going beyond their academic or professional area.	Exceptional evidence of the team's impact on teaching and learning, including going beyond their academic or professional area.

Contact us

All enquiries

Email: communications@advance-he.ac.uk

Advance HE helps HE institutions be the best they can be, by unlocking the potential of their people.

We are a member-led, sector-owned charity that works with institutions and higher education across the world to improve higher education for staff, students and society. We are experts in higher education with a particular focus on enhancing teaching and learning, effective governance, leadership development and tackling inequalities through our equality, diversity and inclusion (EDI) work.

Our strategic goals to enhance confidence and trust in HE, address inequalities, promote inclusion and advance education to meet the evolving needs of students and society, support the work of our members and the HE sector.

We deliver our support through professional development programmes and events, Fellowships, awards, student surveys and research, providing strategic change and consultancy services and through membership (including accreditation of teaching and learning, equality charters, knowledge and resources).

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