Meeting of the Academic Board

2.00 - 4.00 pm on Wednesday, 16 June 2021
in MS Teams - MS Teams

Agenda

No.	*Item*	*Pages*	*Presenter*
8.	Portfolio and curriculum review presentation	295 - 304	DJ
10.	Access & Participation Implementation Process – how will we close the racial awarding gap and other student inequalities?	305 - 310	AM, RH
14.	Peer learning scheme	311 - 322	DJ

**Date of next meeting
2.00 pm on Wednesday, 27 October 2021**

Members: Pat Bailey (Chair), Asa Hilton Barber, Craig Barker, Alessio Corso, Geoff Cox, Steve Faulkner, Nadia Gaoua, Rosie Holden, Steve Hunter, Paul Ivey, Deborah Johnston, Nicki Martin, Sarah Moore-Williams, Luke Murray, Md Fazle Rabbi, Jenny Owen, Carrie Rutherford, Harriet Tollerson, Warren Turner, and Helen Young

Apologies: George Ofori (sent representative), Gary Francis, Patrick Callaghan, Ricardo Domizio, Marc Griffith, Ian Albery, Rachel Picton, Anthony McGrath, Kate Ellis, Gilberto Buzzi, Tony Roberts

In attendance: Dominique Phipp, John Cole, Mahmood Datoo (for George Ofori), Sally Skillett-Moore, Max Smith, Tony Moss (item 10)

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Academic Board

Portfolio Review and Curriculum Framework

16th June 2021

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Why do we need to review the portfolio and curriculum?

LSBU is known for being a dynamic and ambitious education provider that strives for better. Following the launch of our 2020-2025 strategy we are continuing to evolve and refine our offer to ensure all LSBU degrees consistently deliver against learning outcomes that will enable our students to complete their studies and thrive in their future careers.

We want to deliver even **better student outcomes** by improving our oversight of progression and further embedding employability and skills in our modules so that our students are even more successful and employable for the future.

We also want to **improve the real-world impact** of our research and enterprise, and continue to contribute to the welfare of local businesses and the community.

This is a long-term ambition to be developed over time. We want to ensure we make good decisions now to more clearly define LSBU as forward-thinking professional technical university. We regularly review courses and subjects – and the portfolio review was an opportunity to establish **a firm foundation** for the strategy.

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How does the portfolio review help?

The portfolio and curriculum work builds a good foundation for the future. Crucially, its sets the potential for:

•A more strategic use of resources and academic capacity, specifically through a better course structure that focuses staff time on key modules and delivery. *This will allow more staff capacity to available for small group teaching, academic advising, research and enterprise.*

•Better student academic support and scaffolding, specifically through the qualifications framework (with clear course pathways and a core first year), through the curriculum framework (with its focus on scaffolding, inclusion and decolonising) and more staff time. *Combined with the Leap initiative, this will improve progression and the student experience.*

•More consistent skills improvement and holistic development of students, through the curriculum and skills frameworks (embedding of employability and real-world skills throughout our courses). *This will allow our students to improve their employability and achieve impact in their career.*

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Benefits of the Portfolio and Curriculum Project

INPUT

Portfolio Review
Consolidation of course offer, providing a focused portfolio to applicants which aligns with our mission and strategy of the provision of a professional and technical education

Curriculum Framework
Consistency of curriculum elements across the UG provision with inclusion of WBL, hybrid learning, sustainability and entrepreneurialism embedded across all subjects. Focus on the development of academic and social capital

Skills Framework
All students across all UG courses will have the opportunity to develop the key skills that will support future study and their careers

Qualifications Framework
Consistency of course structure across the UG portfolio, which embeds a common first year across a course and provides a level of module choice which supports personalisation of degrees through pathways and sustainable provision which enables a high quality student experience

BENEFIT

Improved Applicant Experience
- Marketing colleagues have increased capacity against individual courses to promote them effectively
- Consistency of structure of courses allows greater familiarisation of the portfolio for applicants

Improved Student Experience
- Improved administration due to reduced complexity of provision, therefore improved support to students
- Personalised experience allowing for transfers across pathways at the end of year 1

Student Outcomes
- Increased progression through improved experience
- Increase in graduate level skills
- Development of academic and social capital
- Sustainability focus resulting in the closing of the awarding gap
- Improved graduate outcomes for students

Improved Academic Staff Experience
- Reduced administration through fewer CMRs and provision of marketing documents. Improved course data collection
- Improved support from student administration due to simplified structures allowing for consistent processes and service levels, reducing support requirements from academic staff

STRATEGIC IMPACT

- Sustainable portfolio offer that resonates with the market
- Increased student satisfaction levels
- Improved student outcomes relating to progression, graduate outcomes and closing of awarding gap
- Increased staff engagement and job satisfaction
- Increased academic capacity to enable more research and enterprise activity

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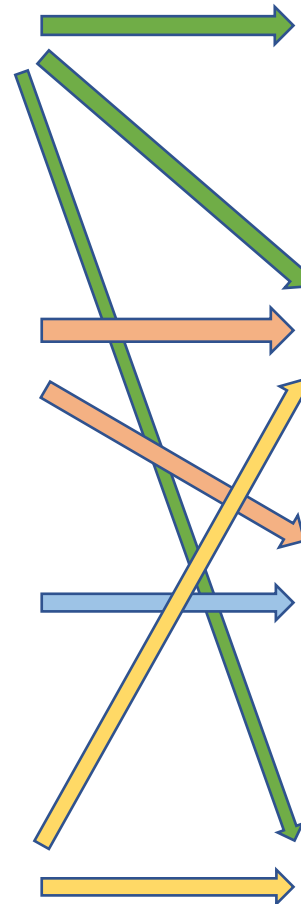
How is the Curriculum Framework a change?

- An inclusive curriculum framework: appropriate, accessible and meaningful approaches to academic learning and teaching – an inclusive curriculum provides all students, regardless of background / characteristics, with an equal opportunity to achieve the learning outcomes of their courses. This requires staff in designing their courses to take specific account of the range of possible learning requirements; for example students with caring responsibilities or students with disabilities.

- Credit-bearing workplace learning as standard – exposes learners to mandatory work based learning elements within their course enables the developments of knowledge, skills and behaviours as appropriate to the discipline.

- Apprenticeship/employer-sponsored education

- Enterprise embedded in the curricula using the European Entrepreneurship Competence Framework – Entre-Comp –   The Entrecomp provides the reference point for staff in the design of course that facilitates the development of the learning outcomes and detail needed for curriculum and assessment, outlining the required competences across the framework's progression levels (from "new to enterprise" to expert). This support for students the development of behaviours, attributes and competencies that are shown to be a significant on an individual student in terms of employment.

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How is the Curriculum Framework a change?

- Social capital development that increases social mobility - students benefit from raising the awareness of social capital within the curriculum which is achieved through placements, work based learning, and the development of graduate attributes. This occurs through the development of appropriate behaviours, links and contacts that enable students to expand their networks as appropriate to their discipline.

Future Developments and Benefits

- Group Pathways – Closer integration of how the UG portfolio aligns with the PG offer, apprenticeships and the portfolios at Lambeth Community College and Vauxhall Technical College

- Even more ambition in the application of the curriculum framework, with increased used of shared modules around sustainability and embedding use of technology in teaching.

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Timelines on Curriculum Framework process and promotion

June				
Direct Check-ins	Q&A during School Forums	Videos	Comms	Other
▪ 26th May – check-in with all Schools on progress related to mapping of the Quals framework - DONE	LSS - DONE	Intro/ overview video – Patrick Callagan, week commencing 14th June TBC	Intro comm to all staff – week commencing 14th June	DJ and DP Q&A 10th and 11th June
▪ 18th June – check-in with all Schools on progress related to mapping of the Quals framework	ACI - DONE	Business Management mapping example – Sarah Moore-Williams, week commencing 14th June TBC	Highlight specific principles – week commencing 21st June	
▪ 25th June – Reminder email to all Schools	BEA – 2nd June	Additional School mapping examples – week commencing 21st June TBC	Intro to the Skills Framework and Academic Framework – week commencing 28th June	
	ACI – additional request 10th June 3.30pm	Deborah Johnston 2 mins overall messaging on the project and CF – week commencing 21st June TBC		
	APS – 30th June (may change due to clash with APP meeting)			

Where are we now?

• Most Schools have agreed their **Portfolio of courses**. Updates are being made on UCAS and LSBU's website to reflect the updated portfolio and is set to complete by mid-June.

• We are establishing a **parent/child approach to courses and pathways**. This will mean that while we will have almost as many 'courses' listed on UCAS in 2022 as in the past (for context, in 2020 we offered 145 UG courses and will have a similar number this year, possibly 130), we will improve the way that these work for both academic colleagues and for students. Our parent/child structure will reduce the administrative burden of each individual pathway within a broader course grouping – to improve the ability of staff to lead courses and students to navigate them.

• We know that colleagues are **concerned about the changes** in LSS, around our History and Geography provision. We have proposed that those smaller, stand-alone programmes will not be recruited to from 2021. However, many of the wider topics in those subject areas will be available as pathways and modules for students, so for example, sustainability will not be offered as a course, but modules on that topic will be available for many more students to study within their pathway available on a wide set of courses in LSS.

• The **Curriculum Framework** (which includes the Skills and Qualifications framework) has been approved and Schools are currently working on mapping their courses against the qualifications framework by the end of June.
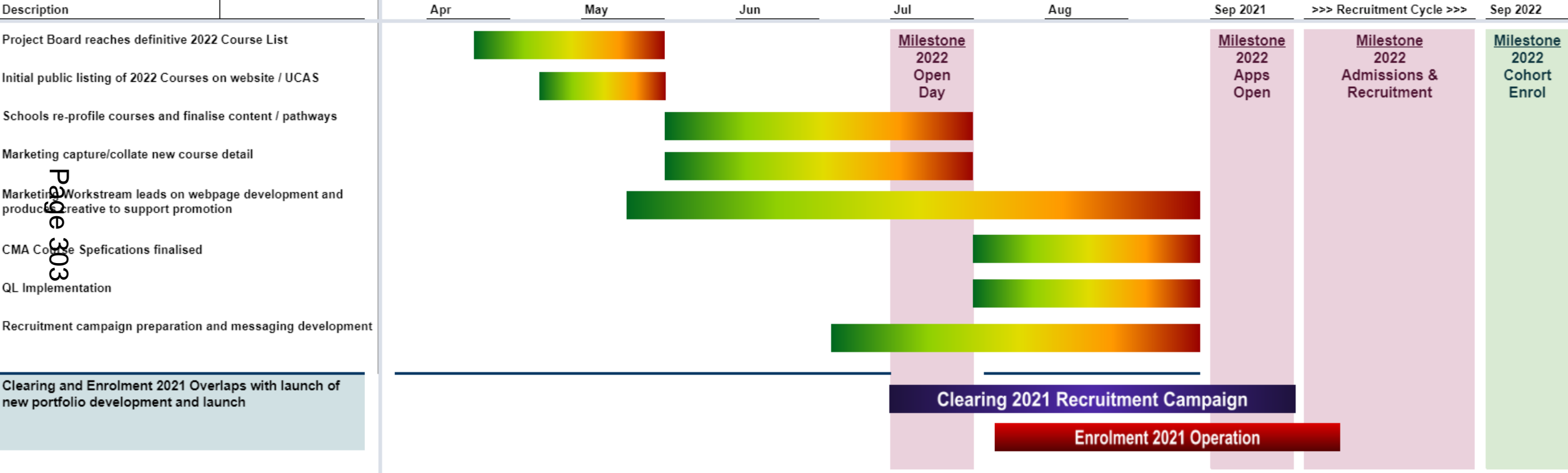
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Portfolio Implementation: Indicative Timeline

Green = Optimum timeline
Red = Essential timeline

Activities / Decisions / Strands of Work	Implementation Timeline - Deadline: Implemented by Applications Open Date - 6th September

Description	Apr	May	Jun	Jul	Aug	Sep 2021	>>> Recruitment Cycle >>>	Sep 2022
Project Board reaches definitive 2022 Course List				Milestone 2022 Open Day		Milestone 2022 Apps Open	Milestone 2022 Admissions & Recruitment	Milestone 2022 Cohort Enrol
Initial public listing of 2022 Courses on website / UCAS								
Schools re-profile courses and finalise content / pathways								
Marketing capture/collate new course detail								
Marketing Workstream leads on webpage development and produce creative to support promotion								
CMA Course Spefications finalised								
QL Implementation								
Recruitment campaign preparation and messaging development								
Clearing and Enrolment 2021 Overlaps with launch of new portfolio development and launch								

Clearing 2021 Recruitment Campaign

Enrolment 2021 Operation

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What happens next?

•In the first instance, meeting the deadline of the end of August to agree our course offer on our own website is imperative, prior to applications opening in 2021.

•The main areas of course/subject change are ACI and LSS and we are working with colleagues in those Schools to finalise their 2022 portfolio. This will have been challenging and to support, we have enlisted external consultants to support each School to devise their own vision for the future aligned to the market and LSBU's academic mission and priorities.

•Across all Schools much work has already taken place to ensure that all undergraduate courses offered for September 2022 entry align with the curriculum framework. This is already the case in many areas while some fine-tuning is required in others continues.

•To illustrate the principles behind the curriculum review and its tangible benefits, we are rolling out a series of bite-size explainer videos during June and July. We have also created new teaching sabbaticals to create capacity in each school to respond the pedagogic issues for the future.

•This is a journey – for the full benefit of the curriculum framework to be realised work will have to be undertaken over several years. We need to open up new debates and build on internal strengths to find even better ways to support our students to success and to make the best use of our staff skills and talent.

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Office for Students monitoring – Access and Participation Plan targets

First presented to UMC April 2021 – to accompany AcBd discussion
Rosie Holden, Director of Student Services
Karen McLernon, Head of Performance Analysis
Professor Deborah Johnston, PVC Academic Framework

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What is an Access and Participation Plan?

Access and participation plans set out how higher education providers will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.

They include:

- the provider's ambition for change

- what it plans to do to achieve that change

- the targets it has set

- the investment it will make to deliver the plan

The Office for Students monitors access and participation plans to make sure that the providers honour the commitments they make to students in these plans, and take action if they do not.

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What are our APP targets?

Our Access and Participation Plan runs from 2020 to 2025 and has 10 agreed targets with OfS covering access, non-continuation, award ('attainment'), and graduate outcome ('progression').

Here are our non-continuation and award targets.

Category	Ref	Target group	Description	20/21 Target	21/22 Target	22/23 Target	23/24 Target	24/25 Target	19/20 actual
Success - Non-continuation	PTS_1	Socio-economic	Percentage difference in non-continuation rates between IMD quintile 5 and quintile 1 students (all UG) [IMD 2015]	3.0	2.7	2.3	1.9	1.5	8
Success - Attainment	PTS_2	Socio-economic	Percentage difference in attainment rates between IMD quintile 5 and quintile 1 students (all UG) [IMD 2015]	14.6	13.4	12.3	11.1	10.0	19
Success - Non-continuation	PTS_3	Ethnicity	Percentage difference in non-continuation rates between White and Black students (all UG)	4.9	4.3	3.7	3.1	2.5	5.4
Success - Attainment	PTS_4	Ethnicity	Percentage difference in attainment rates between White and Black students (all UG)	16.0	15.5	15.0	14.5	14	17
Success - Attainment	PTS_5	Ethnicity	Percentage difference in attainment rates between White and Asian students (all UG)	12.5	12	11	10	8	11
Success - Non-continuation	PTS_6	Disabled	Percentage difference in non-continuation rates between Non-Disabled and Disabled / Mental Health students (all UG)	13.6	12.2	10.8	9.4	8	1
Success - Attainment	PTS_7	Disabled	Percentage difference in attainment rates between Non-Disabled and Disabled students (all UG)	4.7	3.7	2.7	1.7	1	2

What happens if we don't meet our targets

OfS have set ambitious and long-term targets for themselves and the sector.

These are to eliminate:

1. the gap in entry rates at higher tariff providers between the most and least represented groups

2. the gap in non-continuation between the most and least represented groups

3. the gap in degree outcomes between white and black students

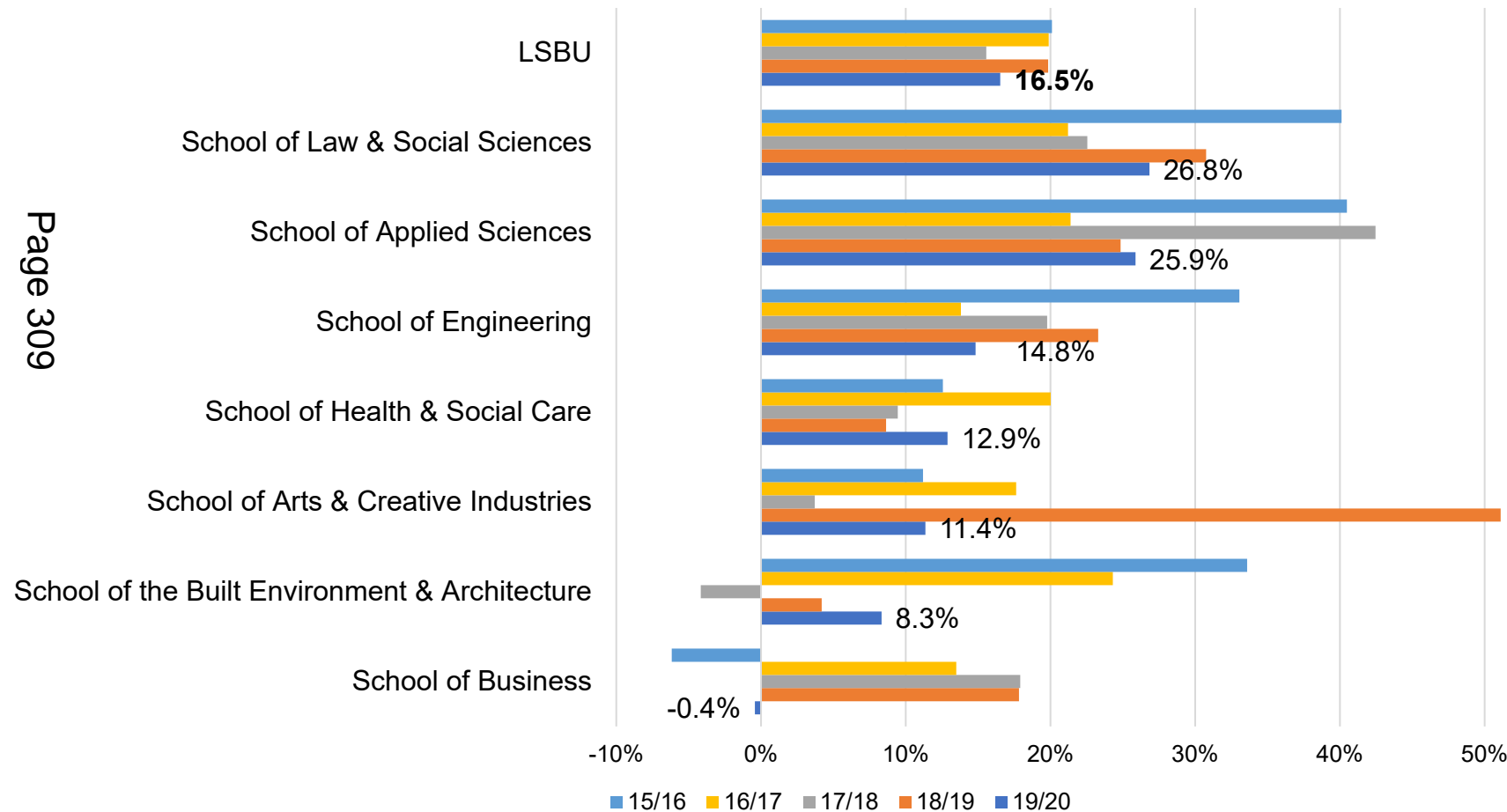4. the gap in degree outcomes between disabled and non-disabled students.

The APP is how OfS assures our compliance with condition of registration A1. If OfS deem us not to be complying with our plan and not meeting our targets, we could lose the right to charge the higher fee rate and our students could be denied access to Student Finance England tuition fee funding.

We have been under enhanced monitoring with OfS for our APP and have had to provide specific assurance and undertake specific actions in relation to our plan, commitments and the ambition of the targets we've set.

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What does our performance look like school by school?

Awarding gap: White vs Black (Full-Time)

Legend: 15/16, 16/17, 17/18, 18/19, 19/20

Data labels visible:
- LSBU: 16.5%
- School of Law & Social Sciences: 26.8%
- School of Applied Sciences: 25.9%
- School of Engineering: 14.8%
- School of Health & Social Care: 12.9%
- School of Arts & Creative Industries: 11.4%
- School of the Built Environment & Architecture: 8.3%
- School of Business: -0.4%

… complicated. Here is a table showing school performance for Target PS4 (Awarding Gap between Black and White students) between 15/16 and 19/20.

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So what do we do?

Though there are year on year fluctuations and excellent localised good practice in reducing gaps in equality, the trends and size of the gaps across each School is of concern.

We risk OfS conditions of registration if we don't plan to reduce unequal student outcomes at a School/Divisional level – the variance is too great across areas to hope to address with high level activity. We propose that devolved and embedded targets are co-created with each School based on their individual starting points.

This co-creation of target setting with Schools would go hand-in-hand with the APP Programme's plan to work with Deaneries to:

- Identify hot spots using in depth data analysis

- Bring forward a suggested suite of interventions to change underlying structures hypothesised to be causing the barriers to equality (Theory of Change applied, interventions co-created with staff, students and alumni)

- Co-create an appropriate implementation plan of interventions with each School offering support through the Action Groups and APP Programme Manager

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LSBU Teaching Fellow Sabbatical Scheme

2021-22

Application Form

Declarations
Applicant I confirm that I have identified relevant workload commitments during the requested duration of the Fellowship and discussed an appropriate plan to cover these duties with my Line Manager. Name (Please Print):   Date: **Head of Division/Line Manager** I confirm that I support this application and that suitable arrangements are in place to cover the duties of the applicant during the period of the Fellowship. Name (Please Print):   Date: **Dean or Director of Education and Student Experience** I confirm that I support this application and that the objectives of the Fellowship are aligned with the strategic priorities of the School. Name (Please Print):   Date:

1. Please provide a description of the proposed activity and list the specific aims of the Fellowship (max. 750 words)

2. Please provide a clear timeline for the proposed activity (no word limit, but please provide a clear and succinct timeline which clearly links to the activities summarised in the previous section)

3. Impact of the Fellowship

    a. What will be the impact of this Fellowship on your own professional development? (max. 250 words)

    b. What will be the impact of this Fellowship on the institution, drawing particular emphasis to how this Fellowship would enable you to demonstrate impact outside of your usual sphere of influence within the organisation? (max. 250 words)

    c. What will be the impact of this Fellowship on students? (max. 250 words)

4. Please provide a detailed evaluation plan, oriented explicitly around the impacts outlined in sections 3a-c (max. 500 words)

How will you know that these impacts have been achieved? Where specific impacts are longer term and unlikely to emerge within the timeframe of the Fellowship, what other early indicators of positive impact might be identified?

5. Please identify any key project dependencies (e.g. internal or external data access requirements, ethical approval, resource impacts on other parts of the university) (max. 250 words)

For each dependency, please identify any risks they pose to the aims of the Fellowship, and how these will be mitigated

6. Please provide a breakdown of the costs required to cover your duties through the duration of the Fellowship (no word limit)

To be discussed with your Head of Division/Line Manager and the relevant Finance Business Partner

7. Please identify any other reasonable expenses associated with this Fellowship (no word limit, please provide a clear and succinct breakdown of expenses and their purpose)

8. Please identify any personal development and support needs which you feel you require to successfully deliver the aims of this Fellowship (max. 250 words)

9. Please summarise any pre-existing commitments such as PhD supervision or involvement with externally-funded projects which you will continue to be engaged with during the period of the Fellowship (max. 250 words)

While Fellowships are intended to be full time, there is an expectation that some duties will need to continue. The information provided here is solely to ensure that the overall balance of responsibilities represents a reasonable workload commitment for the successful applicant.

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LSBU Teaching Fellow Sabbatical Scheme

2021-22

Policy & Procedure

1. Summary and Purpose

The LSBU Teaching Fellowship Sabbatical Scheme is a full-time sabbatical scheme, designed to support individual staff development and leadership of learning and teaching, while providing capacity across the organisation to advance institutional priorities in this space. The Scheme aims to support up to eight LSBU Teaching Fellows per year – one Fellow per School.

LSBU Teaching Fellows will be given a paid release of time from their ordinary duties to focus on the delivery of a programme of work related to learning and teaching. Applications to this scheme should demonstrate a clear pathway to impact from the proposed activities, considering:

- Impacts on the LSBU Teaching Fellow (e.g. development of leadership skills in learning and teaching; development of evidence to support Senior or Principal Fellowship of the HEA; development of publications and conference presentations for national and international dissemination);
- Impacts on the institution outside of the scope of the Fellow's usual sphere of influence (e.g. supporting colleagues across a whole school to decolonise curricula; contribution towards learning and teaching initiatives across the whole institution) and relating to the LSBU Corporate Strategy;
- Impacts on student experience and/or outcomes (e.g. improved progression; reduction/elimination of awarding gaps; improved graduate outcomes).

The LSBU Teaching Fellowship Sabbatical Scheme is an important means by which we support the delivery of our 2020-2025 Corporate Strategy goals for Student Success and Access to Opportunity. The Scheme supports the achievement of these goals by providing staff with the time to develop, implement and evaluate improvements and innovations in learning and teaching.

The LSBU Teaching Fellowship Sabbatical Scheme is also an important means by which we support our Academic staff to develop their track record of leadership in learning and teaching. This will impact positively on individual scholarship and career advancement, while also supporting, developing, and expanding our institutional leadership for learning and teaching.

2. Fellowship Priority Focus 2021-2022

While Fellowship applications are invited on any area related to the delivery of the LSBU Corporate Strategy, each year a key priority focus will be identified within the call for applications. Applications which are clearly aligned with this priority will likely attract higher scores with regards to the 'value of proposed impacts' (see section 6, selection criterion 2). Applications which are not aligned with these priorities will still

be considered on their own merits, and will be supported if they are rated the highest quality proposals overall from within the relevant School.

The Fellowship Priority Focus for 2021-2022 is for the implementation of the Curriculum Framework. Applications which demonstrate a contribution towards the implementation some or all elements of the Curriculum Framework across the applicant's School or more widely across the University are strongly encouraged.

3. Eligibility and Duration

Eligible Academic staff have the opportunity to apply on a competitive basis for an LSBU Teaching Fellowship.

Academic staff, whether full time or part-time, are deemed eligible to apply for an LSBU Teaching Fellowship if they have accrued a period of **two years** (four semesters) of continuous service with LSBU (at the date of application). Applicants must be in a Senior Lecturer position or above at the time of their application.

Visiting Research Fellows/Visiting Professors/Emeritus Professors are not eligible to apply for an LSBU Teaching Fellowship.

An LSBU Teaching Fellowship award is made on a full-time basis (pro rata for part time staff). All Fellowships would commence from the 6th September 2021, ending no later than 1st July 2022.

The duration of Fellowships should be clearly linked to the programme of work proposed in the application, with an indicative duration between 3-9 months. While it is expected that the scheme will support one Fellow per School, multiple Fellowships may be awarded within a School if applications are for projects of a short duration.

Fellowships cannot be extended, regardless of full time or part time status. An open annual call will be issued for new Fellowship applications under this scheme.

Fellowships will normally only be awarded once to any individual member of staff, to provide opportunities for as many staff as possible to benefit from participation.

Unsuccessful applicants to the scheme would be eligible to apply again in subsequent years.

4. Arranging Cover for the Duration of the Fellowship

It is the **responsibility of the applicant** to identify any workload commitments which will need to be covered during the period of their Fellowship, and to discuss an appropriate plan to cover these duties with their Head of Division.

It is the **responsibility of the Head of Division** to confirm that the summary of duties which will need to be covered over the duration of the Fellowship is an accurate reflection of local workforce planning requirements, and to confirm that the proposed cover arrangements are adequate to ensure that there are no detrimental impacts on core business delivery as a result of a Fellowship being awarded.

It is the **responsibility of the Dean** to ensure that appropriate staffing is requested to support the aforementioned duties.

Funding for the required staffing cover will be provided from central university funds following approval of applications, subject to any amendments which might be requested by the Fellowship Selection Panel.

Recruitment of temporary staff to cover the Sabbatical Period is the responsibility of the Head of Division and Dean, with support from local HR Business Partners.

While Fellowships are awarded on the basis of a 100% of the current FTE of the applicant, successful applicants are expected to continue with any previous or ongoing research and enterprise commitments, such as PhD supervision and participation in funded research and enterprise projects. Such commitments should be identified in the Fellowship application, and applicants should confirm that they have taken account of these commitments in formulating their project proposal, to ensure an appropriate workload balance.

5. Application Process

Prospective applicants should discuss their intention to apply to this scheme with their Head of Division, Director of Education and Student Experience, and Dean at the earliest opportunity. The Fellowship Selection Panel will expect all applications to be fully supported by the HoD, DESE, and Dean – ensuring that there are adequate plans in place to cover the duties of the applicant, and that there is an agreed strategic alignment between the proposed activity and the requirements of the School.

Applications should be made using the form **LSBU Teaching Fellowship Sabbatical Scheme Application 2021-22**.

Applications must be received by the Centre for Research Informed Teaching, using the address CRIT@lsbu.ac.uk by **5pm, Friday 2nd July** Applications and any subsequent correspondence should have 'LSBU Teaching Fellowship' as the subject line.

A training session will be coordinated by the Centre for Research Informed Teaching to support applicants.

The form comprises three sections:

Section A is to be completed by **the applicant**. This includes:

1. A description of the proposed activity and its aims;
2. A detailed plan of action and timetable for delivery (including completion of the mandatory Teaching Fellowship Final Report);
3. A statement of the anticipated impact on:
   a. The Applicant, in terms of their own professional development
   b. The Institution, with a specific emphasis on how the award of the Fellowship would facilitate the applicant demonstrating an impact outside of their usual sphere influence
   c. Student experience and/or outcomes
4. A detailed evaluation plan which demonstrates how the anticipated impacts outlined in 3a-c will be evidenced both during the period of the Fellowship, and in the longer term;
5. A breakdown of project dependencies (e.g. access to data, cooperation between or with other parts of the university), any risks associated with these dependencies, and plans to minimise, avoid, or eliminate these risks;
6. Calculation of the total cost of replacement hours for teaching and administration as agreed by the Head of Division;
7. The details of other potential reasonable expenses, such as travel and subsistence;
8. A statement identifying personal development and support needs that the applicant believes will be required to ensure successful delivery of the proposed activity;
9. A summary of pre-existing commitments such as PhD supervision, or engagement in externally funded research and enterprise projects, which will continue during the period of the Fellowship;

Section B is to be completed by the applicant's **Head of Division**. Heads of Division should confirm their support for the application, and confirm that the proposed arrangements for cover meet local core business delivery needs.

Section C is to be completed by the **Director of Education and Student Experience** or **Dean of the relevant School**. School Directors of Education and Student Experience/Deans should confirm their support for the application and explain how they consider the applicant will benefit from the scheme, as well as wider benefits to the School/University.

6. Evaluation and Selection

A Fellowship Selection Panel will review applications to determine whether they should be supported, according to the criteria set out, below.

The selection process would not normally require interviews, given that applications will have been discussed with, and support by, senior colleagues within each School. However, interviews may be arranged at the discretion of the Fellowship Selection Panel. Specifically, where there are multiple applicants within a school and the panel believe that an interview process is required to determine the most suitable candidate, if the evaluation based on scrutiny of applications alone does not produce a clear outcome.

Fellowship Selection Panels will be constituted at a School-level, led by the Dean and Director of Education and Student Experience, with oversight from the Pro Vice Chancellor (Education), University Director of Education and Student Experience, and Deputy Director for the Centre for Research Informed Teaching, to ensure consistency in decision making across Schools.

The evaluation of each application will be based on an assessment the following criteria:

1. Is the overall proposal clearly presented with regards to its aims, scope, and anticipated impacts?
2. The value of the proposed impacts identified in 3a-c in Part A of the application in light of current year's Fellowship Priorities
3. How likely is it that the proposed activity will deliver the impacts identified in 3a-c in Part A of the application?
4. Does the proposed activity demonstrate appropriate scope (with the assumption that Fellows would usually be delivering impact across their whole School as a minimum)?
5. Is the proposed activity feasible to deliver within the timeframe?
6. Does the application present a clear and logical plan for evaluating impacts both during the Fellowship, and in the longer term?
7. Does the application identify all relevant critical dependencies, and articulate how potential barriers to completion will be managed?

The costs of a proposal will not be an explicit selection criterion, though it would not be anticipated that the costs for cover would exceed the current full-time cost of the successful applicant's substantive post.

Applicants will be directly notified of the outcome of their application by the Panel, and feedback will be provided by the relevant Dean and/or Director of Education and Student Experience.

7. During the Fellowship

LSBU Teaching Fellows will be focused on delivering the programme of work as outlined in their approved application, for the full duration of their fellowship. With up to eight LSBU Teaching Fellows actively undertaking projects at any one time, Fellows will be expected to engage with and offer mutual support to the Fellowship group. This is both to share good practice and identify areas of common interest, but also to foster a supportive community of practice amongst Fellows across the institution.

Fellows will report to and work closely with their School's Director of Education and Student Experience, and be accountable to the Pro Vice Chancellor (Education) and University Director of Education and Student Experience.

The Centre for Research Informed Teaching will provide regular opportunities for Fellows to meet as a group, and discuss progress with their projects. The Centre will also support Fellows through workshops (internal and external) in preparation for potential applications for Senior or Principal Fellowship of the HEA, as well as National Teaching Fellowship applications.

Given the nature of projects in this area, Fellows would be expected to have a clear plan for engaging with key colleagues both within their school and the wider university (where appropriate), to ensure that a consultative and co-produced approach is embedded throughout any change in practice which might emerge from the project.

A summary of the project will be hosted on CRIT's intranet site and available for interested staff. Fellows would also be asked to host Lunch and Learn style sessions to share insights and good practice which emerges from their work. These sessions would be discussed and agreed on an individual basis, to ensure that sessions are aligned with a logical point in the Fellow's activity, when it would be meaningful to engage more widely to share outputs.

Fellows would also be encouraged to present and disseminate their work outside of LSBU, through national and international conferences, submission of publications in peer reviewed journals, and other forms of output such as blogs.

8. After the Fellowship

LSBU Teaching Fellows would be entitled and encouraged to continue to use the title LSBU Teaching Fellow beyond the period of their Fellowship. Fellows would be encouraged to remain actively engaged in the development of future Fellows entering the scheme, particularly through mentorship.

LSBU Teaching Fellows will be encouraged and supported to continue developing their own leadership in learning and teaching. Alumni of the scheme may also be

invited to contribute towards the activity of working groups and committees across the institution, drawing upon the knowledge and skills which exists within the group.

9. Changes in Circumstance

Fellowship award holders should notify their Head of Division, Director of Education and Student Experience, and Dean of any change in circumstances which might impact the commencement or delivery of their Fellowship.

10. Final Report

The Fellowship holder is expected to submit a brief report (max 5 sides A4) within two months of the completion of their Fellowship.

This report should be structured to cover the following:

- The progress of the Fellowship activity in relation to the objectives and impacts specified in the original application;
- Any barriers to the achievement of the anticipated outcomes;
- A reflective statement from the applicant on how the Fellowship has impacted their professional development with regards to leadership in learning and teaching;
- Recommendations for the wider implementation of practices developed during the course of the Fellowship.
- Links to any online material

The report should be submitted to the Centre for Research Informed Teaching (CRIT@lsbu.ac.uk) and copied to the relevant Director of Education and Student Experience. The report will be hosted on CRIT's intranet site and available for all interested staff.

Any publications (including but not limited to: peer reviewed publications, technical reports, blogs, conference papers) resulting from the Fellowship should include an explicit statement that '*This work has been supported by a London South Bank University Teaching Fellowship Sabbatical Award*'.

Copies of publications or other evidence of outputs directly relating to the Fellowship should be sent to the Centre for Research Informed Teaching (CRIT@lsbu.ac.uk).

11. Contact

Queries relating to the administration of the Scheme may be addressed to the Centre for Research Informed Teaching (CRIT@lsbu.ac.uk).