

encouraged. This stage will see the flow of information and needs assessment moving backwards and forwards between the Faculty/Department and the DLTPS, as they clarify their project and approach. It is expected that the DLTPS will use the first part of this stage to define and lay out the plan and timeline for the fellowship.

Stage 2 will see a shift in focus and information flow. The DLTPS will continue to work on their project, however, as the project gains momentum, the benefits will begin to flow outwards. Depending on the nature of the project, this flow may only return to their own department/school or Faculty, however it is preferable that wider dissemination of information and outcome(s) be extended to other parts of the University. At this point, the focus is clearly on engagement and leadership with teaching colleagues. It is envisaged that DLTPS will recruit/collaborate with other teaching staff as participants in their action research projects. These staff will be subsequently able to accrue time toward required teaching development endeavours by participating in interventions/activities that may arise as part of the participatory projects¹¹.

has significant senior experience in the leadership of teaching and learning, and will bring this expertise to provide guidance and input. For operational support administrative staff and teaching and learning advisors within the department will be available. In addition, DLTPS will be encouraged and supported to progress to the

As well as applicants being able to demonstrate the above, the application will be evaluated in terms of its Project Plan, Motivations and Project Impact. These criteria have the following weightings:

In order to fully support the candidate Schools/Departments will:

participate in the initial higher level 'objectives identification phase' of the project.

Proactively release staff from 0.2 of their duties as agreed to upon application.

Adjust workload model to reflect the additional service to the University and Faculty.

Where relevant, provide coconvenors for over the final three months of the scholarship (the reflection stage) to enable sufficient release time to complete the project with success. This will only be relevant to courses normally convened by the Scholar, and in cases where course convening is not already negotiated as part of the 0.2 release.

The following figure outlines the process for application to the Distributed Leadership in Teaching Programme. Subsequent to the initial call for projects, applicants will be required to work through a project identification step, which includes consultation with various stakeholders, and finally the approval process. Once approval has been gained and the secondment paperwork completed the candidate will then be ready to commence their proposed project.

Mick Grimley - Dean, Future Learning and Development

Contact Mick for questions related to project structure and objectives, strategic alignment, and reserach plans.

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Dr Trevor Nesbit – Academic Developer, Future Learning and Development

For enquiries relating to the administration of the Programme including funding, contact Trevor via the Academic Development email address.

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