

September 2003/46

Special initiative

Invitation to bid

First stage bids should be sent by
Friday 5 December 2003

This document describes the timetable and funding arrangements for phase five of the Fund for the Development of Teaching and Learning (FDTL5). FDTL5 will cover the 11 subject areas assessed by the Quality Assurance Agency for Higher Education between October 2000 and September 2001. There will be a two-stage application process.

FDTL phase five

Invitation to bid for funds under phase five of the Fund for the Development of Teaching and Learning

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FDTL phase five

Invitation to bid for funds under phase five of the Fund for the Development of Teaching and Learning

To	Heads of HEFCE-funded higher education institutions Heads of universities in Northern Ireland Heads of HEFCE-funded further education colleges
Of interest to those responsible for	Learning and teaching
Reference	2003/46
Publication date	September 2003
Enquiries to	David Kernohan tel 0117 931 7446 e-mail d.kernohan@hefce.ac.uk

Executive summary

Purpose

1. This document describes the timetable and funding arrangements for phase five of the Fund for the Development of Teaching and Learning (FDTL5).

Key points

2. FDTL5 aims to reward and stimulate innovation and good practices in learning and teaching, and to disseminate such practices to secure the widest take-up among institutions.
3. FDTL is part of the subject strand of the Teaching Quality Enhancement Fund and is supported by HEFCE and the Department for Employment and Learning (DEL) in Northern Ireland. Applications may be made by HEFCE-funded institutions and DEL-funded institutions, either individually or within consortia. Consortia which include institutions from both England and Northern Ireland should contact HEFCE so that we can liaise with DEL in order to agree, before bids are made, how funding for the project may be split between HEFCE and DEL.
4. FDTL5 will cover the 11 subject areas assessed by the Quality Assurance Agency for Higher Education (QAA) in the period October 2000 to September 2001. The subjects are listed at Annex A, and priority learning and teaching issues for applications are at Annexes B and C.
5. FDTL5 will provide funds for projects to run during the three academic years from 2004-05 to 2006-07. Funding is available for projects at three levels:
 - large-scale projects over a maximum of three years, with a maximum of £250,000 in total for each project. This scale of funding will be restricted to consortium projects

- medium-scale projects over a maximum of three years, with a maximum of £150,000 in total for each project
 - small-scale projects over a maximum of two years, with a maximum of £75,000 in total for each project.
6. There will be a two-stage application process.

Action required

7. First stage bids, using the form at Annex E, should be sent to David Kernohan at HEFCE no later than midday on **Friday 5 December 2003**.

Introduction and background

8. In 1999 we established the Teaching Quality Enhancement Fund (TQEF) to contribute to the delivery of our learning and teaching strategy. HEFCE 02/24 describes the funding arrangements and timetable for the TQEF for the period 2002-03 to 2004-05. The TQEF directed funding at three strands: the institution, the subject and the individual. FDTL forms a part of the subject strand of TQEF.

9. In March 2003 we consulted on our strategic plan for the period 2003-08 (HEFCE 2003/12) in which we laid out our plans for enhancing learning and teaching across the sector. These plans recognised both the changing environment in which teaching in higher education (HE) takes place, and that institutions face the challenge and the opportunity to develop innovative approaches to learning that meet the changing needs of learners and society. The finalised strategic plan was published in July as HEFCE 2003/35.

HEFCE's learning and teaching strategy

10. The aim of our learning and teaching strategy is to ensure that all higher education students benefit from a high quality learning experience that fully meets their needs and the needs of society. To achieve this aim we will:

- promote activities to enhance the quality of learning and teaching across the sector
- provide rewards to celebrate and encourage excellence in all modes, pedagogies and approaches to teaching
- promote the professional development of teaching staff.

11. Further details of our learning and teaching strategy are available in HEFCE 99/26. Information regarding the way the TQEF fund, including FDTL, takes this strategy forward can be found in HEFCE 02/24.

12. Our strategy supports the HEFCE strategic plan (HEFCE 2003/35), which sets out the need to 'promote activities to enhance the quality of learning and teaching across the sector'.

The FDTL phase 5 scheme

Purpose of FDTL5

13. The aims of FDTL5 are to:

- stimulate developments in learning and teaching
- secure the widest possible involvement of institutions in the take-up and implementation of good practices.

Management and co-ordination of FDTL5

14. Previous phases of FDTL have been co-ordinated and managed for HEFCE by the TQEF National Co-ordination Team based at the Open University. The team:

- a. Provided educational development, management and dissemination support for individual projects and staff.
- b. Worked to encourage co-ordination and connections across projects.

15. The existing TQEF National Co-ordination Team will be in place until the end of 2003 and will be available to support applicants during stage one of the application process. From 2004 the co-ordination and management of the FDTL programme will be a function of the new HE Academy.

HE Academy

16. The HE Academy was proposed by the Teaching Quality Enhancement Committee's final report (available to download from the HEFCE web-site, www.hefce.ac.uk, under Learning and teaching/TQEC). It was intended to bring together and build on the strengths and achievements of the LTSN, the Institute for Learning and Teaching in Higher Education (ILTHe) and the Higher Education Staff Development Agency (HESDA). We envisage that the HE Academy will play an important part in providing the tools for change, innovation and excellence in the sector, as well as raising the status of teaching.

17. Full details of the operation of the HE Academy are still being developed, and more information will be provided to applicants who are

successful in reaching stage two of the application process. We expect that the HE Academy will:

- provide educational development support for individual projects and project staff
- support the management of individual projects
- encourage co-ordination and connections across projects
- collect and disseminate information on FDTL projects
- provide advice and guidance to the funding councils
- facilitate the management of change in learning and teaching.

18. Project holders will be required to work with the HE Academy, and to engage with project support activities such as visits, events and informal reporting.

19. Project holders will also be required to:

- a. Submit to HEFCE annual monitoring information and financial expenditure statements, with continued support depending on satisfactory progress being made towards a project's aims and objectives.
- b. Provide information to HEFCE regarding any issues that arise within the project and the challenges that are presented to the project team in dealing with them.
- c. Provide HEFCE with a final report with a full expenditure statement at the end of the project.
- d. Co-operate with the HE Academy for purposes of co-ordination and dissemination, and with evaluation activity as required by the Council.

Applying for funding

Key issues for applications for funding

20. In submitting applications institutions will need to take into account:

- a. Building on, and linking to, existing activity.
- b. Subject and generic priorities.

- c. Dissemination, transfer and embedding of good and innovative practices.
- d. Accessibility and equal opportunities.

Each of these issues is outlined in more detail below.

Building on, and linking to, existing activity

21. Within the FDTL programme we wish to fund activities and outputs that add to the higher education sector's collective knowledge. Therefore, we would expect projects to either address a new area of learning and teaching activity, or more likely to build on and take forward existing work. For example, a project could continue work undertaken by another project funded by HEFCE or through other sources. The additionality is the critical factor that will be taken into consideration in allocating funds for FDTL5 projects.

22. Below are sources of information on existing knowledge and expertise:

- a. The Learning and Teaching Support Network (LTSN) has a Project Finder database available that lists funded projects from LTSN, FDTL, the Teaching and Learning Technology Programme (TLTP), disability, widening participation and innovations, and can be found at www.ltsn.ac.uk/genericcentre/projectfinder/.
- b. Relevant LTSN Subject Centres have a wealth of knowledge of existing developments within disciplines and can be contacted via www.ltsn.ac.uk. Furthermore, all of the LTSN Subject Centres will be holding meetings during October for their discipline communities to come together and form partnerships and collaborative groups around areas of similar interest. Institutions are strongly encouraged to attend these meetings which will be free of charge. Further details can be found on Subject Centre web-sites.
- c. The TQEF National Co-ordination Team describes projects funded under FDTL and TLTP on its web-site (www.ncteam.ac.uk).

- d. Action on Access (www.actiononaccess.org) provides support, information and co-ordination for initiatives relating to widening participation.
- e. The National Disability Team (www.natdisteam.ac.uk) offers advice, support and practical guidance to improve the provision for students with disabilities in higher education.
- f. Part of the remit of the Joint Information Systems Committee (JISC) is to provide funds for activity related to the use of information and communications technology for learning and teaching (www.jisc.ac.uk).

23. Project proposals must relate to the relevant QAA subject area for FDTL5. However, applicants may wish to involve colleagues in subject areas beyond the 11 identified at Annex A. Applications may involve as partners any other subject area, whether or not that subject has been through the subject review process.

24. As part of our policy of ensuring that FDTL projects are joined up to other learning and teaching developments, we encourage applicants to consider how their development will link into their institutions' learning and teaching strategy and, where appropriate, their institution's human resource strategy, widening participation strategy and strategy for supporting disabled students.

Subject and generic priorities

25. We have always linked the FDTL process with the results of, and information provided by, the QAA subject review process. We are encouraging applicants to make effective use of the information available from the subject review process. We have taken advice from the LTSN Subject Centres to build on the information contained in subject overview reports to establish priorities for learning and teaching developments in the FDTL5 disciplines.

26. We are strongly encouraging applications that relate to these subject priorities (see Annex B). However, we also recognise that there may be innovative projects outside these priority areas, and funding may be made available for these.

27. We encourage applications that address some of the wider generic issues, either alongside their specific subject priority areas or as the primary area of work. Annex C lists those generic priority areas that were identified from the subject overview reports.

Dissemination, transfer and embedding of good and innovative practices

28. FDTL aims both to stimulate developments in learning and teaching, and to secure sensible and practical dissemination, transfer and take-up. We strongly encourage all applications to develop a comprehensive dissemination strategy. It will need to cover the following key areas:

- a. Dissemination for awareness – publicity, publications, conferences, web-sites, demonstration workshops.
- b. Dissemination for understanding – consultancy, workshops with the active engagement of end-users.
- c. Dissemination for implementation – working alongside end-users and helping them to use the ideas and embed them into their departments and courses.
- d. Continuation of activity beyond the funding life of the project.

29. Dissemination strategies need to be targeted and realistic. An individual project is unlikely to fundamentally change practice across a subject, or the sector, but it should have a meaningful impact. A briefing on dissemination is available at www.ncteam.ac.uk/resources/project_briefings/briefings/brief02.pdf.

30. Furthermore, the LTSN provides a formal structure to work with FDTL5 projects on dissemination and transfer. Through its 24 Subject Centres and the Generic Centre, the LTSN has a wealth of experience and mechanisms that can help projects develop and implement a dissemination strategy.

31. The LTSN Subject Centres are effective but small organizations that can provide some free assistance to projects, but also need to charge for certain support activities. The Subject Centres can

provide further details of charges for particular forms of dissemination. Projects will need to cost this support into their budgets. The relevant Subject Centres are listed at Annex A.

32. It will be a formal requirement of FDTL5 that applicants provide evidence that they have come to an arrangement with the relevant LTSN Subject Centre(s), or the LTSN Generic Centre for projects based around generic priorities, to provide support for the proposed dissemination strategy.

33. At stage one of the application process this evidence will simply be a standard letter of support from the relevant LTSN Subject Centre and/or the Generic Centre indicating that the applicant has discussed their idea with the LTSN and sought advice to ensure it builds on existing work. At stage two, applicants will need to demonstrate how the LTSN is supporting the dissemination strategy. Applicants will be expected to use a proportion of their budget to support the dissemination and other services provided by the LTSN. Some services will be provided free by the LTSN, while others will need to be paid for by projects. The principal role of the LTSN will be as a dissemination route for projects, but it can also provide advice and guidance on a number of subject-based issues.

Accessibility and equal opportunities

34. In line with our policy of widening participation, applicants must consider how the project would take into account the learning needs of a diverse student population. Applicants must ensure that their proposed activity will:

- a. Promote equality of opportunity.
- b. Comply with the requirements of their institution's Race Equality Policy.
- c. Consider the requirements of the Special Educational Needs and Disability Act 2001.
- d. Ensure that students and staff are not disadvantaged on the basis of their religious beliefs or their sexual orientation.

Which institutions are eligible for funding

35. Applications for FDTL5 funds can be made only by higher education institutions or further education colleges in England, or universities in Northern Ireland, that have demonstrated high quality through the subject review process.

36. To be eligible to apply for FDTL5 funding, applicants must have quality approved status in the relevant subject area, and grade four in the aspect of provision for which funds are being sought.

37. Applications may be made by HEFCE-funded institutions or DEL-funded institutions, either individually or within consortia. Consortia which include institutions from both England and Northern Ireland should contact HEFCE so that we can liaise with DEL in order to agree, before bids are submitted, how funding for the project might be split between HEFCE and DEL.

38. For each subject area, an institution can make only one application as a sole applicant or as a consortium leader. However, it can be represented in a number of applications as part of a consortium led by another institution.

39. Institutions may submit more than one bid where more than one subject within the 11 subject areas listed at Annex A has been assessed.

40. For the purposes of the subject review process, some institutions chose to join together two or more subject areas. Where the assessment was made on this basis, leading to one profile and one report, the institution may submit only one application as a sole applicant or consortium leader.

41. We expect the applications to take one of the following forms:

- a. Consortium applications from more than one institution, relating to one or more subject areas.
- b. Applications from one or more subject areas in a single institution.

42. However, where support is given to a single institution application, we will fund only activities which can demonstrate:

- a. Genuine innovation.

- b. Very high levels of institutional support (including some matched funding).
- c. A clear and considered strategy for dissemination and transfer to other institutions.

43. Individuals whose work in learning and teaching is in a subject area that does not meet the criteria for eligibility in paragraphs 35 and 36 above can be involved in the FDTL as a member of a consortium.

44. The FDTL5 programme is intended to support the development of practice within England and Northern Ireland. However, this does not preclude projects drawing on and buying in expertise found outside of England and Northern Ireland to help develop the project, though non-English and non-Northern Irish institutions must not be included as formal partners in bids.

Consortia

45. Where a consortium makes an application, the consortium leader must meet the criteria detailed in paragraphs 35 and 36. This condition does not apply to other consortium members. We would welcome, where possible, consortia made up of partners from a range of institutions, and between those that have demonstrated high quality and those with lower scores in that aspect of provision. Collaboration with institutions where the project outcomes can be actively applied is encouraged. This will help to promote quality enhancement throughout the sector. The consortium could also include members whose work in learning and teaching falls within a subject area covered by the QAA prior to October 2000.

46. Consortia should include a range of providers with a variety of developmental needs. Institutions aiming to submit a consortium bid should provide information on how collaborative groundwork will be established. This should include the agreement of the senior managers in partner institutions to provide active support during the planning and implementation of the proposed project.

47. To encourage robust collaboration in FDTL5, consortium partners must confirm partnership contracts before funding is agreed beyond the project start-up phase. Where projects fail to secure

such contracts we will terminate the project funding.

Summary of requirements

48. From the guidance above, potential applicants will note that there are several criteria that bids must meet in order to be funded. For convenience these criteria are summarised here with references to the appropriate paragraph of this document. Bids must:

- a. Relate to the relevant subject area for FDTL5, listed in Annex A (paragraph 23).
- b. Show evidence of LTSN (Subject or Generic Centre) support (paragraph 32).
- c. Take account of the need for accessibility and equal opportunity, and adhere to all relevant legislation and institutional strategy in this area (paragraph 34).
- d. Be made by a HEFCE/DEL funded institution or a consortium led by such an institution (paragraph 35).
- e. Be made by or led by a subject area within an institution that has been assessed as having high quality teaching in a subject review (paragraph 35).
- f. Stem from a department with quality approved status in the relevant subject area (paragraph 36).
- g. Relate to an aspect of provision within the department rated at grade four by the QAA subject review (paragraph 36).
- h. Be the only bid from that institution in that subject area. If the institution combined subject areas for the purposes of review, only one bid may be made per QAA report produced (paragraphs 38-40).
- i. Meet the additional requirements listed, if the bid is a single institution application (paragraph 42).
- j. Submit information on how collaborative support will be offered to the project and confirm partnership contracts before funding is released, if the bid is made by a consortium. (paragraphs 46 and 47).

Funding for FDTL5

Funds available for projects

49. Seven million pounds is available over the period 2004-05 to 2006-07 to fund FDTL5 projects.

50. We are encouraging a varied portfolio of projects, spanning a range of timescales and funding levels. Each application must fit into one of three categories:

- a. Large-scale projects over a maximum of three years, with a maximum of £250,000 in total for each project. This scale of funding is restricted to consortium projects.
- b. Medium-scale projects over a maximum of three years, with a maximum of £150,000 in total for each project.
- c. Small-scale projects over a maximum of two years, with a maximum of £75,000 in total for each project.

51. FDTL5 funds may be used to:

- buy out staff time
- recruit new project staff
- buy in external expertise
- disseminate and transfer project outcomes
- pay for travel and subsistence
- buy equipment (up to a maximum of 10 per cent of the total project cost).

52. Funding under the FDTL is not available for:

- the funding of research on learning and teaching
- support for the dissemination of good practice if restricted to a single area in a single institution.

53. The value for money of all project activity must be clearly demonstrated. The amount of funding requested must be commensurate not only with the cost of that activity but also with the eventual outcomes of the project.

54. The allocation of funds by us for any projects supported under this initiative will be deemed to include VAT where applicable.

55. Project awards will not be adjusted for inflation for years two and three. Applicants are advised to reflect any cost increases in years two and three in their applications. HEFCE and DEL will not provide any supplementary funding during the period of the award.

Overheads/indirect costs

56. We will pay indirect costs only as they relate to the project's specific activities. Institutions must be able to demonstrate that they have robust costing systems in place and that these form part of the institution's costing and pricing strategy. The total budget must contain an outline of how the indirect costs were calculated. We would advise all applicants to involve their institution's finance department in the calculation of their budget from the outset. A definition of what constitutes an indirect cost can be found in HEFCE M13/97, Appendix 6: 'Indirect costs are expenses which benefit common or joint objectives but cannot easily be identified with a particular activity or unit.'

57. Indirect costs must be included in the total amount of funding requested and must not take the bid over the thresholds described in paragraph 50.

Funds available to support applications at stage 2

58. We will reimburse up to £1,000 to the submitting institution (lead institution for consortia) for each application to stage two of the assessment process for FDTL5. These funds are intended to contribute towards the cost incurred by institutions in making detailed applications. This funding will also cover costs for applicants to attend a two-day seminar for second stage applicants on 23-24 February or 1-2 March 2004.

59. We expect the quality of the applications to reflect this up-front allocation of funds, and we reserve the right to withhold or reduce the payment where we judge that this is not the case. Applicants must note that these funds can only be used to reimburse actual expenditure. The funding council would expect to receive an official institutional invoice itemising the expenditure incurred and a brief explanation of how the quality of the bid was enhanced by this activity.

Two-stage application process

60. There will be a two-stage application process. At stage one we will be assessing the rationale for an application, evidence of need/demand, scope for dissemination/transfer and potential for impact. Projects will also need to meet the eligibility criteria summarised in paragraph 48 in order to progress to the second stage.

61. At stage two we will be looking for more detailed project plans so will be seeking more detail on aims, outcomes, staffing, finances and other aspects. Stage two is about ensuring that high quality plans are in place to effectively deliver projects.

62. The different purposes of stage one and stage two are reflected in the assessment criteria at Annex D.

Stage one applications

63. At stage one, applicants should complete the form at Annex E and provide a supporting statement of no more than 1,500 words outlining their proposed project. Applicants are permitted to include appendices for staff CVs and letters of support, which must include evidence of support by either an LTSN Subject Centre or the LTSN Generic Centre. Applications containing more than these two appendices will not be accepted.

64. Please send four hard copies of the application to HEFCE to arrive no later than midday on Friday 5 December 2003. One copy must be on white A4 single-sided paper, unbound and with all the pages numbered. We will not accept late applications or copies sent by fax or e-mail. Send applications to:

David Kernohan
FDTL Project Manager
HEFCE
Northavon House
Coldharbour Lane
BRISTOL BS16 1QD

Stage two applications

65. We will provide decisions and feedback on stage one applications by Friday 20 February 2004. At stage two we will require no more than 4,000 words in support of applications. Further information about the second-stage application procedure will be sent to applicants when they are given the decision on the first stage application.

66. For those applicants invited to submit a stage two application, the HE Academy will be running a two-day advice seminar on either 23-24 February or 1-2 March 2004. All second stage applicants are encouraged to send two representatives to the seminar. Details of the event will be included with the feedback on stage one.

67. The deadline for second stage applications is midday on Friday 24 April 2004.

68. At the end of stage two HEFCE reserves the right to seek additional information from any applicant if the assessment panel requests it.

Assessment of applications

69. We will convene a specialist panel which will assess all applications and make recommendations for funding to HEFCE. All assessments will be against the criteria listed at Annex D. The panel will be chaired by Professor David Vaughan, the principal of Cumbria Institute of the Arts. A full list of panel members will be available on the HEFCE web-site under Learning & teaching.

70. Where necessary, the panel will have available to it independent advice on the nature of provision in the subject areas covered by FDTL5. The HE Academy (carrying out the functions currently provided by the LTSN Subject Centres and the TQEF National Co-ordination Team) will help HEFCE to identify sources for such advice.

Timetable

71. The timetable for FDTL5 is shown in the following table.

Date	Event
Midday Friday 5 December 2003	Deadline for submission of stage one applications
By Friday 20 February 2004	Institutions receive feedback and decision from HEFCE on stage one applications
23-24 February or 1-2 March 2004	Advice seminar to support institutions in the preparation of stage two applications. Invitations to this seminar will be sent out with feedback on stage one applications
By Friday 24 April 2004	Deadline for stage two applications to be sent to HEFCE
September 2004	Letters sent to stage two applicants with the final decision on their application
From October 2004	Projects to start

Further information

72. A list of useful web-sites is at Annex F.

73. To discuss any aspect of the FDTL programme, contact:

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Annex A

FDTL phase five: subject areas

Subject area	JACS subject codes and titles	Subject Centre
Archaeology	V400 – Archaeology	F420 – Archaeology as Science LTSN History, Classics and Archaeology http://hca.ltsn.ac.uk
Business and management	N – Business and Management Studies	LTSN Business, Management and Accountancy (BEST) www.business.ltsn.ac.uk
Celtic studies	Q500 – Celtic Studies	LTSN Languages, Linguistics and Area Studies (LLAS) www.lang.ltsn.ac.uk
Classics and ancient history	Q800 – Classics V110 – Ancient History	LTSN History, Classics and Archaeology http://hca.ltsn.ac.uk
Economics	L100 – Economics	LTSN Economics www.economics.ltsn.ac.uk
Education	X – Education	LTSN Education (ESCALATE) www.escalate.ac.uk
Hospitality, leisure, recreation, sport and tourism	C600 – Sport Science N221 – Hotel Management N222 – Recreation/Leisure Management N800 – Tourism X151 – Teacher Training (Coaching)	LTSN Hospitality, Leisure, Sport and Tourism www.hlst.ltsn.ac.uk
Librarianship and information management	P110 – Information Management P120 – Librarianship	LTSN Information and Computer Sciences www.ics.ltsn.ac.uk
Philosophy	V500 – Philosophy	LTSN Philosophical and Religious Studies (PRS) www.prs-ltsn.leeds.ac.uk
Politics	L200 – Politics	LTSN Centre for Sociology, Anthropology and Politics (C-SAP) www.c-sap.bham.ac.uk
Theology and religious studies	V600 – Theology and Religious Studies	LTSN Philosophical and Religious Studies (PRS) www.prs-ltsn.leeds.ac.uk

Annex B

FDTL phase five: subject priorities

FDTL phase five subject priorities as identified from the QAA subject overview reports.

Archaeology

The subject priority needs for programmes in archaeology are:

1. Curriculum design

- a. Ensuring that course content is appropriate to and differentiated between levels.
- b. Developing strategies for collaboration and knowledge transfer between HEI and FECs.
- c. Ensuring that joint and combined honours students achieve programme outcomes.
- d. Developing curricular links with other disciplines.

2. Employability

- a. Improving employability and career management skills for graduates.

3. Teaching and learning

- a. Developing and implementing a broad range of flexible learning approaches.

4. Assessment

- a. Improving the assessment of fieldwork, other practical activities and vocational skills.
- b. Aligning assessment with learning outcomes.
- c. Developing assessment processes and criteria for all assessed work.
- d. Ensuring systems are in place to give effective feedback to students.

5. Student progression and achievement

- a. Responding to widening participation and student diversity.
- b. Improving student retention.
- c. Improving students' academic literacy.

6. Student support and guidance

- a. Supporting students with specific learning difficulties and special needs.

7. Learning resources

- a. Developing clearer and more effective resource strategies.
- b. Enabling better access to learning resources to all students.
- c. Developing the use of collections to support effective teaching and learning.
- d. Improving the integration of online resources in the context of teaching and learning.
- e. Enhancing co-operation in the development of digital resources for learning and teaching.

8. Quality management and enhancement (QME)

- a. Improving operation of quality assurance processes.
- b. Adopting a more consistent and effective approach to the use of management data.
- c. Developing consistent and effective approaches to QME.

9. Professional development

- a. Developing more effective staff development strategies.
- b. Developing effective training of postgraduate teaching assistants and part-time teaching staff.
- c. Developing subject specific training for new lecturers in archaeology.

Business and management

The subject priority needs for programmes in business and management are:

1. Curriculum design

- a. Mapping and evidencing the development of higher order skills within the curriculum.
- b. Developing curricula that are informed by current practice.

2. Employability

- a. Integrating theory with current practice.
- b. Monitoring and meeting the changing skill requirements of new and established businesses.

- c. Developing work related and work based learning and work placements.

3. Teaching and learning

- a. Developing the use of a variety of teaching methods including e-learning in order to enhance the learning process.
- b. Facilitating the transition from dependent to independent learning.

4. Assessment

- a. Developing a greater use, quality, consistency and timeliness of feedback to students about their learning, both formative and summative.
- b. Achieving the alignment of assessment methods and criteria with intended learning outcomes.
- c. Developing rigorous processes for marking and internal moderation.
- d. Developing assessment strategies which include a wide range of methods.

5. Student progression and achievement

- a. Developing initiatives to support internationally diverse and non-traditional entrants, potentially by transferring identified best practice from both HE and FE.
- b. Developing processes for mapping, tracking and evidencing skills (personal development planning or progress review).

6. Student support and guidance

- a. Determining and implementing strategies to support diverse student needs at all levels.
- b. Effective development and operation of personal tutor system for student support.

7. Learning resources

- a. Improving co-operation between academic staff and others with the responsibility for learning resources in the development and utilisation of learning resources.

8. Quality assurance

- a. Improving operation of, and extending the involvement of stakeholder groups in, quality assurance processes.

- b. Improving the feedback loops in quality assurance processes.

- c. Improving module evaluation and feedback to students on actions planned and taken.

- d. Integrating the teaching of quality management with procedures for assuring and enhancing quality in course provision.

- e. Developing processes and procedures for identifying, disseminating and embedding good practice.

Celtic studies

The subject priority needs in Celtic studies are:

1. Curriculum design

- a. Increasing student choices and flexibility in the curriculum.
- b. Offering Celtic languages from an elementary level.
- c. Integrating language skills with literary and cultural studies.
- d. Clarifying aims and objectives in course design.
- e. Developing use of courses within Celtic speaking regions.

2. Employability

- a. Increasing opportunities for work-related learning, including work-based learning, placements, work experience, work-shadowing, internships in HEIs and FECs.

3. Teaching and learning

- a. Developing teaching methods to maximise student engagement, participation and achievement.

4. Assessment

- a. Improving processes for marking student work and internal moderation.
- b. Developing processes for peer assessment.
- c. Implementing high quality and timely feedback to students.

5. Student progression and achievement

- a. Improving students' academic literacy – especially for native speakers of Celtic languages.
- b. Improving recruitment and progression of mature students.
- c. Implementing ways of improving progression rates and student achievement.

6. Student support and guidance

- a. Supporting students with specific learning difficulties and special needs.
- b. Developing an effective strategic approach to supporting diverse student needs.
- c. Implementing effective forms of student support, especially for part-time and evening students.
- d. Designing subject specific career development based on knowledge of graduate destinations.

7. Learning resources

- a. Enhancing access to and use of learning resources – especially multi-media language materials for adult learners.
- b. Developing use of digital and non-digital resources.
- c. Integrating use of IT including virtual learning environments to support learning.
- d. Develop and enhance use of historical materials.
- e. Developing learning resources for oral and communication skills.

8. Quality assurance

- a. Improving operation of quality assurance processes.
- b. Involving staff (including part-time staff) and students more effectively in quality assurance processes.

Classics and ancient history

The subject priority needs for programmes in classics and ancient history are:

1. Curriculum design

- a. Developing pedagogy to ensure wider and deeper intellectual engagement.

- b. Developing pedagogy for new curriculum areas.
- c. Improving strategies for working with texts.
- d. Considering the impact of current changes on traditional curriculum and assumptions.
- e. Improving structured embedding of skills within the curricula.
- f. Developing collaborative strategies between institutions.
- g. Embedding classical language learning coherently in the curriculum to ensure meaningful learning.

2. Teaching and learning

- a. Disseminating innovation and good practice more widely.
- b. Developing active student learning including group work.
- c. Encouraging independent study/learning.
- d. Developing pedagogies for new areas of study.
- e. Developing new approaches to language teaching especially for beginners.

3. Assessment

- a. Improving assessment feedback to make it more supportive and developmental.
- b. Developing assessment strategies for newer learning modes such as group work and oral presentations.

4. Student progression and achievement

- a. Developing initiatives to widen participation, particularly in language-based courses.
- b. Improving student induction and support to previously non-classics students.
- c. Developing mechanisms to ensure national standards of language achievement that will enable student progression to teacher training and research.

5. Student support and guidance

- a. Responding to widening participation and student diversity while maintaining retention.

- b. Improving induction processes and transition to HE.
- c. Implementing innovative forms of student support, such as peer tutoring and using postgraduate mentors.
- d. Developing and sharing good practice in subject specific career guidance.
- e. Developing and sharing subject expertise in the needs and support for students with disabilities.

6. Learning resources

- a. Developing clear learning resource strategies.
- b. Integrating use of IT including virtual learning environments to support learning.
- c. Developing systems to systematically train students in the use of ICT.
- d. Collaborating in the development of ICT resources.
- e. Improving student access to key texts, museums and archaeological sites.
- f. Reflecting subject research and staff scholarship in the curriculum.

7. Quality assurance

- a. Improving student feedback systems and their analysis.

8. Professional development

- a. Encouraging established lecturers to participate in professional development and sharing good practice.
- b. Designing and implementing forms of subject specific training for new lecturers and postgraduates.
- c. Developing practitioner-led subject oriented scholarship to improve teaching and learning.

Economics

The subject priority needs in economics programmes are:

1. Curriculum design

- a. Meeting the learning needs of students with diverse abilities in quantitative skills.
- b. Reflecting recent developments in the economics discipline within modules.
- c. Implementing a variety of learning and teaching methods when designing courses, including problem based learning and group work.
- d. Encouraging the embedding of threshold concepts in the curriculum, especially at level one.
- e. Ensuring that course content is appropriate to and differentiated between levels.

2. Employability

- a. Designing curricula for the development of appropriate transferable skills, particularly oral and presentation skills.
- b. Review and draw on both alumni views on the value of economics education and employers' satisfaction with graduates to improve the curriculum and teaching/learning methods.

3. Teaching and learning

- a. Implementing pedagogy to encourage deep approaches to learning.
- b. Ensuring that learning and teaching methods address development of a wide range of skills including mathematical, statistical, analytical and communication skills.
- c. Developing teaching methods to maximise student engagement, participation and attendance.

4. Assessment

- a. Implementing high quality and timely feedback to students.
- b. Achieving alignment (and transparency) of assessment methods with aims and stated learning outcomes.

- c. Diversifying assessment methods to enable learning outcomes, including skills, to be appropriately assessed while avoiding marking overload.
- d. Developing ways of preventing or discouraging plagiarism.

5. Student progression and achievement

- a. Responding to widening participation and student diversity while improving retention and progression.
- b. Designing measures to identify and address key factors in non-progression.
- c. Making effective use of personal development portfolios so as to improve learning outcomes and progression rates.

6. Student support and guidance

- a. Providing effective guidance for prospective economics students.
- b. Providing appropriate and effective support for the diverse range of students entering economics courses and modules to improve retention and progression rates at level one.
- c. Developing more effective support for students studying quantitative courses.
- d. Developing effective mentoring schemes to improve student support and the learning outcomes of student mentors.
- e. Designing subject specific career advice and development based on knowledge of graduate destinations.

7. Learning resources

- a. Developing and implementing strategies to deal with the heavy demand for library resources.
- b. Developing the use of subject specific resources, including case studies, simulations and software packages.
- c. Integrating the use of IT including the interactive facilities of virtual learning environments, to support learning.
- d. Ensuring the provision of technical and academic support mechanisms necessary to enable effective use of electronic resources.

8. Quality assurance

- a. Improving operation of quality assurance and enhancement processes.
- b. Ensuring that action is taken promptly in response to external examiners' reports.
- c. Involving students more effectively in quality assurance and enhancement processes.
- d. Enhancing the development and evaluation of teaching and learning practices.

9. Professional development

- a. Implementing provision for effective training of new lecturers.
- b. Implementing effective support and training for and deployment of graduate teaching assistants.
- c. Improving opportunities for enhancement and dissemination of innovations in teaching and learning.

Education

The subject priority needs for programmes in education are:

1. Curriculum design

- a. Improving critical thinking skills.
- b. Incorporating student needs into course design and practice.
- c. Improving the content of research methods and research skills training.
- d. Developing the curriculum to reflect student diversity.
- e. Mapping of key transferable skills into learning outcomes.

2. Employability

- a. Raising awareness of transferable skills and abilities gained through Education Studies courses at undergraduate and pre-degree levels.

3. Teaching and learning

- a. Developing teaching approaches to meet the needs of diverse student groups.
- b. Developing the use of IT as a learning tool.
- c. Mainstreaming of student peer tutoring.

- d. Developing critical and analytical skills.

4. Assessment

- a. Achieving alignment (and transparency) of assessment methods with aims and stated learning outcomes.
- b. Aligning assessment criteria to assessment process.
- c. Developing assessment criteria that are clear to staff and students.
- d. Developing robust and reliable assessment processes that are fit for purpose.
- e. Diversifying assessment processes.
- f. Developing learning outcomes which are appropriate to diverse student needs.

5. Student progression and achievement

- a. Developing appropriate systems and support to improve student progression and retention in relation to the needs of diverse student groups.
- b. Managing retention through approaches to learning and teaching.
- c. Developing progression strategies between levels.
- d. Improving student admissions – identifying student needs, course matching and the accreditation of prior experiential learning (APEL).

6. Student support and guidance

- a. Supporting the needs of diverse student groups.
- b. Supporting a dispersed student population.
- c. Improving tutor guidance and feedback.
- d. Ensuring effective counselling.
- e. Development of the use of IT in communications.

7. Learning resources

- a. Developing learning resources to support diversity and promote race equality.
- b. Integrating use of IT including virtual learning environments to support learning.

- c. Developing of resources to support citizenship across the curriculum.

- d. Evaluating the use and effectiveness of online resources.

8. Quality assurance

- a. Improving the evaluation of learning and teaching by using action research approaches.

9. Professional development

- a. Assisting staff to respond to impact of widening participation and student diversity.
- b. Developing and implementing peer review and mentoring of teaching.

Hospitality, leisure, recreation, sport and tourism

The subject priority needs in hospitality, leisure, recreation, sport and tourism programmes are:

1. Curriculum design

- a. Embedding development of students' generic and subject specific meta-cognitive skills – analysis, critical thinking, problem-solving, communication, synthesising – in the curriculum.
- b. Reflecting subject research and staff scholarship in the curriculum.

2. Employability

- a. Developing key employability skills.
- b. Increasing opportunities for work-related learning, including work-based learning, placements, work experience, work-shadowing, internships in HEIs and FECs.

3. Teaching and learning

- a. Supporting and encouraging independent learning.
- b. Developing teaching methods to maximise student engagement, participation and attendance.

4. Assessment

- a. Achieving alignment (and transparency) of assessment methods with aims and stated learning outcomes.

- b. Implementing high quality and timely feedback to students.
- c. Clarifying assessment criteria.
- d. Developing ways of preventing or discouraging plagiarism.

5. Student progression and achievement

- a. Responding to widening participation and student diversity while maintaining retention and ensuring equality of opportunity.
- b. Improving students' academic literacy.
- c. Mapping, tracking, evidencing skills using personal development planning.

6. Student support and guidance

- a. Supporting students with specific learning difficulties and special needs.
- b. Developing an effective strategic approach to supporting diverse student needs.
- c. Designing subject specific career development based on knowledge of graduate destinations.

7. Learning resources

- a. Integrating use of IT including virtual learning environments to support learning.
- b. Developing the application of e-learning pedagogy.

8. Quality assurance

- a. Maintaining academic standards with expanded provision.

9. Professional development

- a. Enhancing subject-specific scholarship of teaching and learning.
- b. Support for part-time lecturers, especially in FECs.

Librarianship and information management

The subject priority needs for programmes in librarianship and information management are:

1. Curriculum design

- a. Addressing issues of ethics in the curriculum.
- b. Integrating historical and cultural aspects in the curriculum.
- c. Improving statements of learning outcomes at module and programme level.

2. Employability

- a. Achieving closer relationship between curriculum and requirements of professional training.

3. Student progression and achievement

- a. Implementing ways of improving progression rates and student achievement.

4. Student support and guidance

- a. Improving pre-entry guidance to prospective HE students.
- b. Developing independent study skills.

5. Learning resources

- a. Developing digital and non-digital learning resources.

6. Professional development

- a. Developing more effective professional development strategies – including for postgraduate teaching assistants and part-time staff.

Philosophy

The subject priority needs in philosophy programmes are:

1. Curriculum design

- a. Ensuring progression across different levels of programmes of study.
- b. Embedding development of students' generic and subject specific meta-cognitive skills – analysis, critical thinking, problem-solving, communication, synthesising – in the curriculum.

- c. Developing curricula that engage students and encourage active learning.

2. Employability

- a. Developing subject specific study skills and key employability skills within the philosophy curriculum.
- b. Making more explicit relevance of philosophy provision to graduate employability.

3. Teaching and learning

- a. Developing practice in use of group work.
- b. Supporting and encouraging independent learning.
- c. Encouraging active learning in small group teaching.
- d. Developing teaching methods to maximise student engagement, participation and attendance.

4. Assessment

- a. Diversifying assessment methods appropriate to the discipline.

5. Student progression and achievement

- a. Responding to widening participation and student diversity while maintaining retention.
- b. Mapping, tracking, evidencing skills using personal development planning.
- c. Implementing ways of improving progression rates and student achievement.

6. Student support and guidance

- a. Supporting students with specific learning difficulties and special needs.
- b. Developing an effective strategic approach to supporting diverse student needs.
- c. Implementing innovative forms of student support, such as peer tutoring and using postgraduate mentors.
- d. Improving support for postgraduate students.

7. Learning resources

- a. Developing use of subject-specific digital and

non-digital resources for developing abstract concepts, and logical and critical thinking.

- b. Integrating use of IT including virtual learning environments to support learning.
- c. Improving co-operation in development of digital resources.

8. Quality assurance

- a. Improving operation of quality assurance processes.
- b. Involving students more effectively in quality assurance processes.
- c. Making better use of and responding to external examiners.

9. Professional development

- a. Designing and implementing forms of subject specific training for postgraduates and new lecturers.
- b. Enhancing subject-specific scholarship of teaching and learning.
- c. Disseminating and embedding innovations within subject communities more effectively.

Politics

The subject priority needs in politics programmes are:

1. Curriculum design

- a. Incorporating the development of students' skills in the practice of politics.
- b. Developing curricula that engage students and encourage active learning – for example, use of role play and simulation exercises, case studies, data analysis workshops and student led group work.
- c. Developing subject specific materials for politics research students.
- d. Designing materials for the incorporation of problem based learning in the curriculum.
- e. Designing more effective interdisciplinary courses or modules.

2. Employability

- a. Developing generic employability skills.
- b. Increasing opportunities for work-related learning, including work-based learning, placements, work experience, work-shadowing, internships in HEIs and FECs.

3. Teaching and learning

- a. Developing practice in use of group work.
- b. Implementing pedagogy to encourage deep approaches to learning.
- c. Developing teaching methods to maximise student engagement, participation and attendance.
- d. Enhancing the use of student feedback tools.

4. Assessment

- a. Achieving alignment (and transparency) of assessment methods with aims and stated learning outcomes at module and programme level.
- b. Implementing high quality and timely feedback to students.
- c. Diversifying assessment methods.
- d. Developing ways of identifying and preventing or discouraging plagiarism.

5. Student progression and achievement

- a. Responding to widening participation and student diversity while maintaining retention.
- b. Improving induction processes and transition to HE, reflecting the diversity of students new to the study of politics.
- c. Mapping, tracking, evidencing skills and student achievement using personal development planning.

6. Student support and guidance

- a. Designing subject specific career development based on knowledge of graduate destinations.
- b. Improving pre-entry guidance to increase numbers of politics students.

7. Learning resources

- a. Enhancing access to and use of learning resources.
- b. Developing use of digital and non-digital learning resources relevant to the teaching of politics.
- c. Integrating use of IT including virtual learning environments to support learning.
- d. Collaborating to produce distance learning materials.

8. Quality assurance

- a. Involving students more effectively in quality assurance processes.
- b. Making better use of and responding to external examiners.

9. Professional development

- a. Developing more effective professional development strategies – including for established staff, postgraduate teaching assistants and part-time staff in HEIs and FECs.
- b. Designing and implementing forms of subject specific training for new lecturers.
- c. Helping staff to respond to the impact of widening participation.

Theology and religious studies

The subject priority needs in theology and religious studies are:

1. Curriculum design

- a. Ensuring that course content is appropriate to, and differentiated between, levels.
- b. Embedding development of students' generic and subject specific meta-cognitive skills – analysis, critical thinking, problem-solving, communication, synthesising – in the curriculum.
- c. Ensuring that the curriculum addresses learning outcomes.
- d. Reflecting diverse student learning needs in the curriculum.
- e. Developing more imaginative and wide ranging curricula.

- f. Improving level one modules to reflect student intake and prepare for level two.

2. Employability

- a. Increasing opportunities for and assessment of work-related learning, including work-based learning, placements, work experience, work-shadowing, internships in HEIs and FECs.

3. Teaching and learning

- a. Developing practice in use of group work.
- b. Supporting and encouraging student centred and independent learning.
- c. Encouraging active learning in small group teaching.
- d. Ensuring progressive development of student skills through all levels.

4. Assessment

- a. Achieving alignment (and transparency) of assessment methods with aims and stated learning outcomes.
- b. Implementing high quality and timely feedback to students.
- c. Diversifying and improving assessment methods – including use of peer assessment, group work and oral presentations – to test a broad range of skills.
- d. Developing ways of preventing or discouraging plagiarism.
- e. Develop adequate assessment of conceptual, analytic and critical skills.

5. Student progression and achievement

- a. Responding to widening participation and student diversity while maintaining retention.
- b. Improving students' academic literacy.

6. Student support and guidance

- a. Supporting students with specific learning difficulties and special needs.
- b. Developing an effective strategic approach to supporting diverse student needs.

7. Learning resources

- a. Enhancing access to and use of learning resources.
- b. Developing use of digital and non-digital resources.
- c. Integrating and evaluating use of IT including virtual learning environments to support learning.

8. Quality assurance

- a. Involving students more effectively in evaluation and quality assurance processes.
- b. Using student feedback in formative evaluation.
- c. Making better use of and responding to external examiners.

9. Professional development

- a. Designing and implementing forms of subject specific training for new lecturers.

Annex C

FDTL phase five generic priorities

In addition to the priorities in Annex B, identified by subject, a number of generic issues have been identified from the QAA Subject Overview reports that would make appropriate focuses for interdisciplinary or institution-wide projects. These generic priority areas are as follows:

1. Curriculum design

- a. Ensuring that course content is appropriate to and differentiated between levels.
- b. Embedding development of students' generic and subject specific meta-cognitive skills – analysis, critical thinking, problem-solving, communication, synthesising – in the curriculum.
- c. Reflecting recent changes in the discipline in the curriculum.
- d. Developing curricula that engage students and encourage active learning.

2. Employability

- a. Developing key employability skills.
- b. Increasing opportunities for work-related learning, including work-based learning, placements, work experience, work-shadowing, internships in HEIs and FECs.
- c. Developing support for students engaged in work-based learning.

3. Teaching and learning

- a. Developing practice in use of group work.
- b. Supporting and encouraging independent learning.
- c. Developing approaches to teaching suitable for a diverse student population.
- d. Encouraging active learning in small group teaching.
- e. Implementing pedagogy to encourage deep approaches to learning.
- f. Developing teaching methods to maximise student engagement, participation and attendance.

4. Assessment

- a. Developing appropriate, valid and reliable ways of assessing vocationally-related and key skills.
- b. Achieving alignment (and transparency) of assessment methods with aims and stated learning outcomes.
- c. Implementing high quality and timely feedback to students.
- d. Diversifying assessment methods.
- e. Improving processes for marking student work and internal moderation.
- f. Developing ways of preventing or discouraging plagiarism.

5. Student progression and achievement

- a. Responding to widening participation and student diversity while maintaining retention.
- b. Improving students' academic literacy.
- c. Improving induction processes and transition to HE.
- d. Mapping, tracking, evidencing skills using personal development planning.
- e. Implementing ways of improving progression rates and student achievement.

6. Student support and guidance

- a. Support for students with specific learning difficulties and special needs.
- b. Developing an effective strategic approach to supporting diverse student needs
- c. Implementing innovative forms of student support, such as peer tutoring and using postgraduate mentors.
- d. Designing subject specific career development based on knowledge of graduate destinations.
- e. Improving pre-entry guidance to prospective HE students.

7. Learning resources

- a. Enhancing access to and use of learning resources.
- b. Developing use of digital and non-digital resources.
- c. Integrating use of IT including virtual learning environments to support learning.
- d. Improving co-operation in development of digital resources.

8. Quality assurance

- a. Improving operation of quality assurance processes.
- b. Developing more effective forms of evaluation of learning and teaching.
- c. Involving students more effectively in quality assurance processes.
- d. Making better use of and responding to external examiners.

9. Professional development

- a. Developing more effective professional development strategies – including for postgraduate teaching assistants and part-time staff in HEIs and FECs.
- b. Designing and implementing forms of subject specific training for new lecturers.
- c. Enhancing subject-specific scholarship of teaching.
- d. Utilising peer support and peer review processes, including peer observation of teaching and peer-mentoring.
- e. Disseminating and embedding innovations within subject communities more effectively.
- f. Assisting staff to respond to impact of widening participation.

Annex D

FDTL phase five: criteria for assessment

There are different assessment criteria for each application stage.

At stage one we are primarily looking for the quality of the project idea, its relevance and potential impact, and the experience of the project team.

At stage two we are looking for well developed project plans.

Assessment criteria at stage one

1A The quality of the project idea, and its appropriateness to FDTL5.

1B The extent to which the application is a priority for the subject area(s), including clear evidence of need and/or demand for proposed activities.

1C The scope for further dissemination and take-up, and the potential impact.

1D The experience and expertise of the applicant team/institutions.

Assessment criteria at stage two

2A Clear aims, objectives and outcomes for the project.

These must be feasible, well expressed and provide an appropriate basis for detailed planning. They must have a clear focus relevant to the aims of the FDTL programme.

2B A well developed project plan, including project management and evaluation strategies.

Bids must contain a project plan showing the key tasks, timescales, critical dates and milestones. The plan should also indicate how progress will be monitored and communicated to project partners. Bids should set out a clear strategy for managing the project, including the management structure and the track record of the project leader in managing projects. Committees or groups should be set up to provide guidance or to be used as an internal channel for promoting and disseminating the project's activities. Applicants should include the composition, terms of reference and operational plan for their steering group and ensure that it contains members who are external to the project and host/partner institutions. The nature and extent

of active senior management support in these groups should be specified.

Bids should also set out a clear strategy for monitoring and evaluating the project activity. This strategy should include a statement from applicants detailing how they plan to evaluate their effectiveness in embedding the products of their development to effect change in learning and teaching in higher education. Consequently, applicants may wish to consider developing an evaluation strategy that goes beyond the end date of the project. Both internal and external reviewers should undertake the evaluation. The evaluation strategy should include mechanisms for responding to any findings.

2C The knowledge, skills and experience of the staff involved.

Applications should clearly set out the track record, expertise in, and knowledge of senior staff in learning and teaching issues in both the subject and the project area, and in management and leadership. This should include an awareness of the literature and practice relating to the proposed activity. If staff CVs are being attached as an appendix, a summary covering the above should be given in the main supporting statement. Details of the other staff involved with the project should be included.

2D The commitment of the host institution(s).

The nature and extent of the commitment of the institution(s) involved in the bid should be detailed.

2E A clear strategy to disseminate project outputs, and to ensure continuation after project funding ends.

This strategy should show how the project outcomes will be communicated to other providers and how these providers will be encouraged to use them. Projects should include information on the agreements reached with the LTSN (HE Academy), and other relevant organizations, with regard to widespread dissemination and continuation. The strategy should demonstrate how the activity will continue to be supported beyond the end of the funding period.

Outcomes funded within the FDTL programme should be made available to all higher education institutions directly funded by HEFCE and DEL.

2F The extent to which the project fits with subject based priorities and/or national policy priorities.

Applicants should demonstrate how the proposed activity relates either to one of their subject's priority areas, as identified in the QAA reports listed at Annex B, or to one of the generic priority areas listed in Annex C. In the case of projects which address both a subject and a generic priority area, applicants should demonstrate how the activity relates to both. In the case of projects which address an area outside both the subject and the generic priority areas, applicants should demonstrate the value that the project will add and provide evidence of the need for the project outcomes.

Applicants should consider how project outcomes could be made accessible to the learning needs of a diverse student population.

2G Value for money demonstrated through clear costings that relate to planned activity.

All costs of the activity should be detailed, including any institutional contribution. This should include the cost of activities such as recruitment of staff, project management and evaluation as well as the dissemination of outcomes. Applicants should discuss with their finance departments, including those of any consortia partners, the full cost of contracting staff for work within the project (VAT may be payable in some cases). The extent to which the effectiveness and efficiency of the proposed activity represents value for money should also be demonstrated.

Annex E

FDTL phase five: application form (for both application stages)

An electronic version of this document, including this form, can be accessed through the HEFCE web-site at www.hefce.ac.uk under Publications.

Four copies of each application must be submitted by post. One copy must be on white A4 paper and unbound, with all the pages numbered.

Applications should be returned no later than midday on Friday 5 December 2003. Applications should be sent to:

David Kernohan
FDTL Programme Manager
HEFCE
Northavon House
Coldharbour Lane
BRISTOL BS16 1QD

Please type your responses.

1. Principal applicant

Title:..... Initials:..... Surname:.....

Post held:.....

Institution:.....

Full address:.....

Telephone number, including STD code and extension:.....

Fax number:.....

E-mail address:.....

Signature of principal applicant:.....

Date: Day.....Month.....Year.....

2. Name of a member of the senior management team (for example, vice-chancellor, pro vice-chancellor, registrar) in your institution confirming support for the application

.....

3. Signature of supporting senior staff member:.....

Date: Day.....Month.....Year.....

4. Co-applicants (if applicable) (co-applicants would include contacts within both partner institutions and other departments within the lead institution)

Title:..... Initials:..... Surname:.....
Post held:.....
Institution:.....
Full address:
.....
Telephone number, including STD code and extension:.....
Fax number:.....
E-mail address:

5. Title of project:.....

6. Summary description of the project (maximum 150 words):
.....
.....

7. Subject area covered in the project (tick one box to indicate which subject area the application should be considered under)

- | | |
|---|--------------------------|
| Archaeology | <input type="checkbox"/> |
| Business and management | <input type="checkbox"/> |
| Celtic studies | <input type="checkbox"/> |
| Classics and ancient history | <input type="checkbox"/> |
| Economics | <input type="checkbox"/> |
| Education | <input type="checkbox"/> |
| Hospitality, leisure, recreation, sport and tourism | <input type="checkbox"/> |
| Librarianship and information management | <input type="checkbox"/> |
| Philosophy | <input type="checkbox"/> |
| Politics | <input type="checkbox"/> |
| Theology and religious studies | <input type="checkbox"/> |

8. Aspect(s) of provision covered in the project (please tick the appropriate boxes)

- Curriculum design, content and organisation []
- Teaching, learning and assessment []
- Student progression and achievement []
- Student support and guidance []
- Learning resources []
- Quality assurance and enhancement []

9. Total amount requested: £.....

10. Financial details

Summary of funds requested	Year 1 (£)	Year 2 (£)	Year 3 (£)
Staff			
Travel and subsistence			
Dissemination			
Evaluation			
Equipment			
Other costs (please state)			
Total			

11. Project start date: Day..... Month..... Year.....

12. Period requested:.....months

13. Supporting statement:

For stage one

At stage one please include a supporting statement of no more than 1,500 words giving a good outline description of your project and addressing the stage one criteria at Annex D. You may attach two appendices to your supporting statement to cover staff CVs and letters of support, including the mandatory letter(s) of support from your LTSN Subject Centre and/or the Generic Centre. We will not accept applications with additional appendices or with appendices that contain any other information.

For stage two

At stage two please include a full project plan of no more than 4,000 words describing the project, and specifically addressing all of the criteria at Annex D. You may attach up to three appendices to your supporting statement to cover staff CVs, a detailed budget and letters of support from LTSN Subject Centres and/or the Generic Centre. We will not accept applications with additional appendices or with appendices that contain any other information.



Annex F

Other sources of information

1. The following web-sites may prove useful to the development of your bid.
2. Action on Access (www.actiononaccess.org) was established and is funded by HEFCE and DEL to provide national support and co-ordination for the funding bodies' widening participation strategy. Elements of that strategy include the mainstream funding formula, special initiatives, specific national developments and pilot projects.
3. The National Disability Team (NDT, www.natdisteam.ac.uk) is funded by HEFCE and DEL to improve the provision for disabled students in higher education. It aims to provide advice, support and practical guidance to project staff, integrate project outcomes into the core business of institutions, and attempt to transfer effective practice to the whole sector.
4. The prime objective of the Economic and Social Research Council's (ESRC's) Teaching and Learning Research Programme (www.tlrp.org) is to support research which will lead to improvements in the achievement of learners of all ages, and in all sectors and contexts of education, training and lifelong learning throughout the UK. Phase III of the programme is focusing on post-compulsory education, work-based learning and lifelong learning.
5. HERO (www.hero.ac.uk) is the primary internet portal for higher education and research in the UK.
6. The HEFCE web-site (www.hefce.ac.uk) has information and links to our partners' web-sites (including many listed here). HEFCE publications can be accessed through the site, and information is available on special initiatives.
7. The Quality Assurance Agency for Higher Education web-site (www.qaa.ac.uk) contains copies of the subject review reports and the institutional review reports as well as other QAA publications.
8. The LTSN is a major network of 24 Subject Centres based in higher education institutions throughout the UK and a single Generic Centre. It aims to promote high quality learning and teaching through the development and transfer of good practices in all subject disciplines Its web-site (www.ltsn.ac.uk) provides a 'one-stop shop' of learning and teaching resources and information for the HE community.
9. The TQEF National Co-ordination Team (NCT) web-site (www.ncteam.ac.uk) provides descriptions of previous FDTL projects, and offers guidance on all aspects of project management.
10. The JISC web-site (www.jisc.ac.uk) provides information on the use of communications technology in learning and teaching.
11. The ILTHE is the professional body for all who teach and support learning in higher education in the UK. Its web-site (www.ilt.ac.uk) gives details of events and publications which may be of interest.

List of abbreviations

DEL	Department for Employment and Learning
FDTL5	Phase five of the Fund for the Development of Teaching and Learning
FE	Further education
FEC	Further education college
HE	Higher education
HEFCE	Higher Education Funding Council for England
ILTHE	Institute for Learning and Teaching in Higher Education
JACS	Joint Academic Coding System
LTSN	Learning and Teaching Support Network
QAA	Quality Assurance Agency for Higher Education
TLTP	Teaching and Learning Technology Programme
TQEF	Teaching Quality Enhancement Fund



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