

**UCL Office of the Vice Provost for Education and Student Affairs**

BAME Award Gap Fund Steering Group

**Guidance for Project Proposals**

# Introduction

Following the first phase of the UCL BAME Awarding Gap project, the BAME Awarding Gap Fund has been established to provide annual funding over 3-years for intervention projects aimed at the elimination of programme-level gaps between UK domiciled BAME and White undergraduate students. The Steering Group runs in parallel to the BAME Awarding Gap Project Working Group which addresses the disparities in experience and award of BAME and White students at UCL through the development and delivery of a UCL wide BAME Awarding Gap strategy and action plan. We provide funding of up to £25,000 per project over a 3-year period. Before submitting your proposal, we encourage you to attend a Q&A session to discuss your idea with the BAME Awarding Gap Fund Steering Group and other potential applicants.

# What are the deadlines to apply for funding?

There are two deadlines for submitting proposals for the 2020/21 academic year:

* **Monday 1 February 2021** (Successful projects will be notified w/c 22 February 2021)
* **Monday 6 September 2021** (Successful projects will be notified w/c 4 October 2021)

# The project proposal form

You can download the a proposal form from the BAME Awarding Gap Project webpages, or request a form by emailing s.bath@ucl.ac.uk. The form is designed to give the BAME Award Gap Fund Steering Group the information they need to come to an informed decision on support and funding for potential projects. It is important that you give as much detail as possible when filling out the form to help the Steering Group with their decision-making.

The project proposal form has 4 sections:

1. Contact details
2. Project details
3. Forwarding UCL commitments
4. Evaluation, dissemination and impact

# The Criteria

There are eight criteria against which your proposal will be considered. Below we take each criterion in turn and show what the panel expects from your proposal to meet each one.

## Measurable outcomes focused on closing the awarding gap

* Your project should have measurable outcomes focused on closing the awarding gap
* Measure outcomes include (but are not limited to): students marks, survey satisfaction scores (for example, NSS or UCL Student Experience Survey), number of academic representatives from a BAME background, engagement with online activities and so on
* If you project aims to address a specific gap, for example, the Black awarding gap, discuss the rationale behind your decision, including any supporting evidence and data
* Projects designed to close the gap by focusing on belonging interventions pre-arrival and during the induction process are also welcomed

## Student-centred projects

* You will need to show that your projects are student-centred
* We strongly recommend you engage with students in the development of your proposal, for example via your Staff-Student Consultative Committee
* Explain in your proposal how your project will seek to embed material change for the benefit of future students
* Projects designed in collaboration with other areas such as Students Union UCL are also welcomed

## Evidence based

* Explain in your proposal the rationale behind your project, using research or evidence to support your project and its approach
* Supporting research or evidence can be quantitative or qualitative. This might include statistical data, evidence from research papers or reports, focus group findings, discussions with other institutions/colleagues or discussions with Staff-Student Consultative Committees
* If your project includes funding for capital costs, such as equipment, or use of external experts, for example to deliver training, please explain the rationale behind these approaches, including any supporting research or evidence

## Forward the commitments of UCL’s Access and Participation Plan 2020/21-2024/25 and support strategic aims of UCL 2034

* UCL’s Access and Participation Plan 2020/21-2024/25 outlines how the institution aims to encourage and support students to apply to UCL, and how the university will look to effect institutional change to address retention and attainment gaps that appear once students are studying with us. Access is one of the principal themes of UCL 2034, UCL’s 20-year strategic vision, which outlines UCL’s objective to be a university that reflects its community, ensuring equality of opportunity for all those wishing to enter and succeed
* Projects should forward the commitments outlined in UCL’s Access and Participation Plan 2020/21-2024/25 and support the strategic aims of UCL 2034
* Copy and paste relevant statements/objectives/aims/dimensions from these documents and speak directly to them on your proposal
* Thinking through your proposal in line with these documents should help you clarify your projects aims and outputs and speak persuasively about how your project will close gaps

## Related to the themes in the BAME Awarding Gap Staff Toolkit

* The BAME Awarding Gap Staff Toolkit was designed to help staff understand factors associated with the awarding gap and provide a selection of practical tips, resources and further readings for staff. The toolkit is broken down into four key themes: inclusive curriculum, inclusive teaching, learning and assessment, belonging and creating safe spaces
* In your proposal, outline how your project will speak to one or more of these themes

## Intervention focused

* Projects should focus on intervention and evaluation of interventions rather than research
* If research is required, a maximum of 10% of funds per initiative can be allocated to research, the results of which will need to be reportable within a maximum of six months
* Whilst funding can be used to buy out staff time, please note that no new roles should be created with the fund

## Scalability

* Successful projects will be scalable. Explain in your proposal how your project can be scaled beyond its initial focus. For example, if your project involves redeveloping module content, how could the approach you have adopted be scaled to other modules or programmes? Will your project produce templates/resources that will enable the project to be scalable elsewhere?

## Potential impact

* Successful projects will seek to effect long-term change and make a significant impact. Projects that demonstrate the potential to impact large cohorts, particularly first year students and/or core modules are preferred

**Reporting requirements and support**

Successful projects will need to meet the following reporting requirements:

* Submit a Project Update Report every 6 months, which will include reporting back on programme and/or module(s) gaps
* Submit and End Project Report at the close of your project. This will help the Steering Group assess how the project performed against the project proposal
* Projects which are 6 months or under in duration will only be required to submit an End Project Report
* Reporting documents will be provided by the Steering Group

Successful projects can expect to receive access to the following support and networks:

* The Steering Group will facilitate discussions on project progress with teams across facultities and also hold informal Q&A sessions
* Project teams will be supported in the collection of relevant programme and/or module(s) data
* Project teams will be invited to join an online platform to share ideas, experiences and best practice with colleagues working on projects across the institution

# Academic regulations

If your project involves changes to a module or the development of a new programme and/or module, you will need to factor UCL academic regulations in your project plan and proposal.

Module amendments:

* Module ammendements fall into two categories, major amendments and minor amendments, and require the completion of a Module Amendment Form ([Annex 7.5.1 in the Academic Manual](https://www.ucl.ac.uk/academic-manual/chapters/chapter-7-programme-and-module-approval-and-amendment-framework))
* Please refer to [Chapter 7, Section 5](https://www.ucl.ac.uk/academic-manual/chapters/chapter-7-programme-and-module-approval-and-amendment-framework/section-5-module-amendment) of the UCL Academic Manual for further information and guidance on module amendments
* Amendments to modules that are compulsory for a programme of study will trigger the programme amendment process where individually, or in combination with changes to other modules, they represent a programme amendment. Please refer to [Section 4.2, Chapter 7](https://www.ucl.ac.uk/academic-manual/chapters/chapter-7-programme-and-module-approval-and-amendment-framework/section-4-programme#4.2) of the Academic Manual for definitions of programme amendments
* Module amendments submitted from 1 December 2020 – 30 November 2021 will take effect from 2022-23

New modules:

* New modules require the completion of a Module Proposal Form ([Annex 7.3.1 in the Academic Manual](https://www.ucl.ac.uk/academic-manual/chapters/chapter-7-programme-and-module-approval-and-amendment-framework))
* Please refer to [Chapter 7, Section 3](https://www.ucl.ac.uk/academic-manual/chapters/chapter-7-programme-and-module-approval-and-amendment-framework/section-3-approval-new) of the UCL Academic Manual for further information on new module approval
* New module proposals submitted from 1 December 2020 – 30 November 2021 will take effect from 2022/23

Programme amendments:

* Programme amendements fall into three catergories, major amendments, moderate amendments and minor amendments. All programme amendments must be requested on the Programme Amendment Form ([Annex 7.4.1 in the Academic Manual](https://www.ucl.ac.uk/academic-manual/chapters/chapter-7-programme-and-module-approval-and-amendment-framework/section-4-programme)). Pleas refer to Chapter 7, Section 4 of the UCL Academic manual for further information and guidance on programme amendments
* Programme amendments submitted by 11 June 2021 will take effect from 2022-23

# Example project areas

Possible project areas might include:

* Enhancing personal tutoring

Research indicates that positive relationships (with staff/with peers) influence student outcomes ([Cousin & Cuerton, 2012](https://www.heacademy.ac.uk/system/files/projects/worlverhampton_2010_disa_final_report.pdf)). Research also suggests that personal tutoring can be enhanced by providing time for reflective practice and sharing good practice, alongside dedicated induction and continuing professional development ([RARA, 2019](http://www.raratutor.ac.uk/wp-content/uploads/2020/01/A4-RARA-Report-2019_FINAL.pdf)). Your project might focus on enhancing the personal tutoring system. [The Raising Awarness Raising Aspiration (RARA) collaborative project](http://www.raratutor.ac.uk/wp-content/uploads/2020/01/A4-RARA-Report-2019_FINAL.pdf) implemented a personal tutoring intervention and found that a focus on personal tutoring and the awarding gap did lead to success in raising the awareness and aspirations of personal tutors to help address the awarding gap.

* Implementing active, collaborative learning approaches

Research suggests that active, collaborative learning approaches can remove gaps in student engagement, attendance, outcomes and progression ([ACL Project, 2019](https://aclproject.org.uk/wp-content/uploads/2019/07/Guide-to-active-collaborative-learning.pdf)). Active, collaborative learning approaches might include Team-Based Learning (TBL) or Student-Centred Active Learning Environment with Upsidedown Pedagogies (SCALE-UP). Your project might involve the implementation of evidenced-based approaches such as these to address disparites in award outcomes on large first year modules.

* Developing new modules or redesigning existing modules

Research suggests that student engagement increases when students are encouraged to question and challenge stereotypes and inequalities inherent in their subject and/or profession (Hockings et al. 2008 as cited in [UCL BAME Awarding Gap Staff Toolkit](https://www.ucl.ac.uk/teaching-learning/sites/teaching-learning/files/bame_awarding_gap_toolkit_2020.pdf)). Your project might involve redesigning module content to enable students to challenge and pose such questions, or developing a new module entirely. The UCL Psychology department is piloting an interdisciplinary first year module for all Faculty of Brain Sciences students focussed on the science of bias and diversity. Whilst these topics are touched on in social psychology modules, there is no single module which looks at these issues in depth. This module will initially be piloted as an optional third-year module in 2020/21, before being made compulsory.

Further [case studies](https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-case-studies.pdf) are available via the Universities UK (2019) #closingthegap report.

# How do I apply?

Sign up for a Q&A session (dates for January tbc) to find out more and complete the project proposal form. Completed forms should be returned to s.bath@ucl.ac.uk in line with the following deadlines:

* **Monday 1 February 2021**
* **Monday 6 September 2021**

If you have any questions regarding the fund, please contact Professor Parama Chaudhury p.chaudhury@ucl.ac.uk or Sukhi Bath s.bath@ucl.ac.uk