

CODE OF PRACTICE FOR SUBMISSIONS TO THE RESEARCH EXCELLENCE FRAMEWORK

Scope

This Code of Practice (CoP) sets out the submission process for Ravensbourne University London to contribute to the Research Excellence Framework (REF) 2021.

Aligned to: REF Guidelines

Date approved/re-approved

Academic Board 26th June 2019

Date for review: June 2021

**To be read in conjunction with:
Research Strategy**

Ravensbourne Code of Practice

Version 5.0

6th October 2020

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1. Introduction

This Code of Practice (CoP) sets out the submission process for Ravensbourne University London to contribute to the Research Excellence Framework (hereafter REF2021). It outlines our current aspirations and approach to research, as found in our Research Strategy, and the way in which our research active staff will be supported, developed and underpinned to pursue research. We strive to embody both excellence and inclusivity in our researchers.

Ravensbourne University is entering the REF for the first time in order to demonstrate our commitment to high quality research. This will confirm our standing at local, national and international level, and show our commitment to building a positive research culture that meets our ambitions.

Our Code of Practice (CoP) aims to demonstrate that our process for identifying submittable staff is both fair and transparent. Through consultation on the CoP, we will show that we have identified those staff who are **independent researchers** with a **significant responsibility for research**, and how we go about selecting the outputs to be submitted, articulate our impacts, and make visible the environmental conditions in which research will thrive. In developing our CoP for the first time, it has also served to promote a wider quality dialogue with our academics, ensuring their full engagement in both the REF process, as well as the buy in to a longer term, sustainable research strategy.

Principles of the REF

In line with REF2021 guidance on codes of practice, our CoP upholds and addresses the four core fairness principles in the following ways:

Transparency

We have aligned our approach to the REF 2021 guidance on identification of eligible staff with significant responsibility for research, and made this available to all staff on our REF intranet Blog and a regular monthly communication from the REF Oversight Group.

We have undertaken briefings, workshops and training over the last 12 months, including CoP-specific town hall meetings and drop-in sessions. Our annual research conference has also delivered REF2021 briefings and breakout sessions since 2015, including a dedicated forum for our CoP in 2019. We have ensured that all staff had the opportunity to see, contribute and adopt a newly designed approach to REF preparations, and specifically the Code of Practice, which will be published fully in Dec 2019. HR has collated staff that are not currently accessible and communications have been sent via mail and email to ensure they have full access to all the relevant material. Where applicable, staff on maternity/paternity leave, absence due to illness, or other extenuating circumstances, are therefore able to access documents, volunteer information

and attend key meetings where appropriate (please see timetable in **Annex 3**)

Consistency

Given the University's relatively small size, all processes, monitoring and decisions will be undertaken centrally to avoid local interpretation and implementation (see **Annex 1**). The policy for identifying staff, set out in the Code of Practice, will be made available, applied and implemented centrally to ensure consistency. The REF Working Group (hereafter RWG) has a fixed agenda item at Research Committee, who facilitates and monitors our approach, and reports regularly to the VC and Senior REF Oversight Group (hereafter SROG). Training for all staff involved in REF2021 will be provided in order to ensure a consistent application of the process, and a commitment to transparency, equity and fairness.

Accountability

We have devised a REF Decision Making Route Map (see **Annex 1**) that clearly outlines the key roles, responsibilities and accountabilities for key groups and individuals involved in the selection of staff and the appeals process. All those involved in the REF process have undergone equality and diversity training specific to REF, and particularly around unconscious bias.

The Vice Chancellor holds the ultimate decision on the final selection of staff. With the regular support of a small Senior Ref Oversight Group, the VC will receive all key documentation for consideration. All documentation would have been compiled and supplied by the REF Working Group, after due consideration and agreement of our Research Committee. The Chair of Research Committee is a key member of SROG, alongside the VC, Director of Research (Chair of REF Working Group) and an operations assistant from the Research Office. Our governing body will receive and approve a regular report from SROG.

Inclusivity

Ravensbourne is committed to inclusivity, which sits as one of our three core values in our institutional strategy 2018-2025. We take pride in a culture that anticipates, supports and celebrates equality of opportunity. Our code of practice reflects these values and offers all staff the chance to be considered and identified as having a significant responsibility for research. In offering the opportunity to self-select staff are given the authority and autonomy to determine and present evidence on their contributions, level of experience, independence and outputs as articulated in their Independent Research Plans. Inclusivity is explicit in our approach and support mechanisms, particularly for early career and practitioner-led researchers. The IRPs also form the basis of our new Equality Impact Assessment, and will be run as a regular annual process in our Annual Research Review.

In line with our institutional Mission 'To develop people, ideas, innovation, in collaboration with industry' we have ensured that our continued professional development offer for training, mentoring and support for our staff, has been tailored to add value to the REF2021 principles and process. Our equality and diversity training is now mandatory for all staff, and our 'Managing REF',

‘Writing for REF’ and research mentoring programme, ensures that both new and senior level staff are keeping up to date with the shifts and changes in academia more broadly.

The Equality Impact Assessment

The Equality Impact Assessment is a new feature for our developing research environment, and allows us to regularly monitor and improve our practices and approaches. It offers the opportunity to reflect and empower individuals with protected characteristics and those on varied contractual conditions. As an excellent teaching and learning institution, we are moving to recognize and build our small research environment, and the CoP, and specifically the EIA, has offered us a rare opportunity to formalise and adopt best practice. To this end, we will frame our ambition to gain the Athena Swan and Race Equality charter marks in the next 5 years.

Ravensbourne University is committed to diversity and equality, as reflected in our diverse student and staff body. In line with our Institutional Strategy we are making our working environment more accessible, inclusive and fair. Similarly, we are ensuring that our research culture should be open to all who can make a contribution regardless of origin, orientation, belief or disability. In this we follow the provisions of the Equality Act 2010 to ensure a fair and equitable approach to the delivery of research outputs for the REF. In accordance with our **Equality and Diversity Policy**, the management, staff and students of Ravensbourne are committed to developing a community which continually strives to achieve equality of opportunity.

Ravensbourne wishes to ensure that all staff and students work in a climate free from unfair treatment, harassment or abusive behaviour. Ravensbourne recognises that discrimination can manifest itself in different ways and that its effect is destructive both to those who experience it and to those who cause it. Our **Bullying and Harassment Code of Practice** covers the ways that staff should respect colleagues and students, and act out of consideration at work. All staff involved in advising upon and delivering REF2021 will undertake equality and diversity training specific to research, including unconscious bias training.

Communication

The Research Office has been the main source of communication regarding the REF, using several channels including Academic Board and public forums. We also worked closely with the Programme Directors who are responsible for staff who are both teaching and undertaking research, including Course Leaders. Communications have also been shared with the Executive Committee and knowledgeable representatives of the Board of Governors. The Programme Directors are themselves research-active and keen to support the process of the REF, and work closely with their line managed staff to ensure research is properly supported. This is sufficient to prepare our research cohort to submit into the Art and Design UoA. The formal communication channels, specifically decision making, are outlined in Annex 1.

The development of our REF processes has been widely communicated amongst staff over the past three years through regular staff emails and circulars, workshops and panel sessions, specified targets in Executive meetings, and a series of talks by externals discuss key aspects of REF. Through all staff emails such as the weekly *In The Frame*, all colleagues including those on leave and sabbatical received these communications.

2. Identifying staff with a Significant Responsibility for Research

Introduction

As a small specialist institution that has recently become a university, Ravensbourne will apply a consistent approach to identifying staff with a significant responsibility for research. Central to this is the establishment and refinement of our contracts to reflect our future direction in both teaching and research. An outcome of this will be that not all Category A academic staff will have a significant responsibility for research.

The process for identifying Significant Responsibility for Research (hereafter SRR) forms part of the criteria developed by our HR department that centrally defines our approach and policies for recruitment, promotion and career development.

As a prior sole teaching institution, the contractual arrangements made teaching, research, leadership and KE were implicit in the previous contracts. We are moving to a new arrangement that recognises our renewed research intensity.

Following the appointment of a new Director of HR, there will be an implementation of new framework for career pathways and recruitment by Dec 2019. This involves a step change to a dual career pathway that is also evidenced by a career development plan and an annual research review process for research active staff, and a new training and CPD framework.

As of August 2019, Ravensbourne University has two distinct contract pathways: teaching and teaching and research. Self-selection by staff took place between June and September 2019; this will be aligned to the Performance and Development Review. At the outset, academic staff that have selected themselves for the teaching and research contracts will be identified as having a significant responsibility for research.

Annual Research Review

The Annual Research Review [ARR] establishes a means to review research progress and achievements on the selected pathway. Central to this are the individual research plans that add value to the appraisal and performance process, and enable monitoring of research activity to be more consistent and led by academic endeavour. There is flexibility for staff roles and responsibilities to change and evolve, thus the pathways are not immutable and we also anticipate the development of two other pathways in knowledge exchange and management. We will also provide opportunities to teaching staff who may wish to further develop their research roles. This also has implications for the balance of workload across all elements of staff responsibility and as we do not currently have QR funding, this is reviewed centrally in relation to institutional goals. There may also be staff who are research active but are not identified as having significant responsibility for the purposes of REF.

To determine SRR

See the Table in (Annex 11) with 5 criteria that establishes the principles for staff that each staff member would be expected to meet at least 3 out of 5. = first principle. This ensures there is a principle of practice in how SRR is implemented and gives us an indication of independence and significance.

Secondly, the REF WG, which is informed by the Programme Directors who line manage each of the main academic departments of Ravensbourne, will consider the known research activity of academic staff. The REF WG will then send recommendations for potential REF submitters to the Research Committee, which will make the recommendation for final consideration by SROG and the VC.

In order to determine SRR status, Ravensbourne University uses the following indicators for identifying staff with significant responsibility for research:

- ‘Explicit time and resources are made available’. This might consist of proportion of time given over to research, as determined in the academic’s JD or by arrangement with their line manager. It might also be indicated by a workload model with a research allocation.
- ‘To engage actively in independent research’. This could be demonstrated by the applicant’s success in funding applications as principal or co-investigator, or a similar position; the applicant’s access to sabbaticals or research; and membership of a research centre at Ravensbourne.
- ‘And that is an expectation of their job role’. This would be indicated by a research pathway in the applicant’s current role; or an agreed research outcome, forming an expectation of research in their role or APRD.

In addition to this process for determining SRR, we are utilising a staff questionnaire to underpin our evidence (see Annex 11).

Decision making process and communication to staff

The final decision on selection of staff rests with the Vice-Chancellor. The REF WG gathers all the requisite evidence and data to present to Research Committee. The Research Committee will make recommendations via the REF WG direct to the VC and the Senior REF Oversight Group (SROG). This ensures that clear responsibility for the shape and scale of our submission lies with the VC and the Executive staff. A communication will come directly from the VC articulating the final submission group and any staff will have the Appeals process available to them.

The Appeals Process

Cases for appeal will be submitted to a REF Appeals Group chaired by the Director of HR Services, who is not directly involved in the REF assessment process. The Appeals Group will also comprise the Dean of the Screen School, and an academic administrator. Appeals will be lodged confidentially with HR, and the Research Administrator will support the REF Appeals Group.

Any academic who believes they were wrongly excluded from REF consideration will have grounds to appeal.

Timeline for Appeals

The Appeals process will follow the final publication of the COP: January 2020.

Consideration of appeals reviewed by the REF AG with recommendations to the SROG by end of December 2020.

Notification on the outcome of appeal will be sent by mail and email to the staff concerned by the end of January 2021.

There will be a period of four weeks to consider exceptional circumstances concluding the process in full by the end of February 2021.

Training

All staff involved in selection and the appeals process will undergo training provided by HR specifically with regards to REF guidance, unconscious bias, data protection and confidentiality.

Equality Impact Assessment

An equality impact assessment will be produced to compare the staff who have selected the research pathway with those who remain on teaching-only contracts. The EIA will be subsequently reviewed by the REF Working Group and periodically updated before REF submission, in order to fulfil our requirements regarding equality in the research area, and also position the researchers in the context of Ravensbourne University's wider actions to ensure equality of opportunity. The results of this will be published in the final version of this paper in January 2021. The results of the EIA will inform the selection of our SRRs and Independent Researchers by providing contextual information on protected characteristics of the REF cohort versus the wider body of research and teaching staff, and the general profile of academics throughout Ravensbourne University. This process will be overseen by HR and the Quality Department.

3. Identifying Independent Researchers

Academic staff who have significant responsibility for research, and hold a research and teaching contract, hold the status of independent researchers due to the specifications set out in their JD (see examples in Annex 14) and the criteria identified in their pathway.

For staff on research only contracts, they must fulfil the criteria set out in the REF Guidance on Submissions and Panel Criteria and Working Methods for main panel C. This includes the following:

Generic Criteria:

1. Leading a research group or a substantial or specialised work package;
2. or acting as principal investigator or equivalent on an externally funded research project (This must be a successfully completed research project)
3. Holding an independently won, competitively awarded fellowship where research independence is a requirement.
4. Additional Indicators of Independence for Main panel C and D:
 - Significant input into the design, conduct and interpretation of research.
 - Being named as a co-investigator on an externally funded research grant /award.

Staff wishing to be considered as independent researchers must satisfy at least two out of three of the above generic criteria between January 2014 and January 2020, either at Ravensbourne University or a previous HEI where they were employed. They will need to evidence their role and it is not sufficient to be merely named as a co-investigator on an externally funded research project.

As in the Decision Making Routemap (Annex 1), the decision on Independent Researchers will be made in a transparent and fair manner through a centralised process of decision making, as described in Section 2, part 2.

Training and Appeals

The process for training and the appeals process follows the same general form as that in the previous section. All staff involved in selection and the appeals process will undergo training provided by HR specifically with regards to REF guidance, unconscious bias, data protection and confidentiality.

Equality impact assessment

The Equality Impact Assessment is a new feature for our developing research environment, and allows us to regularly monitor and improve our practices and approaches. It offers the opportunity

to reflect and empower individuals with protected characteristics and those on varied contractual conditions. The same process will apply in identifying independent researchers and those with SRR, and all data and monitoring will fall within the Annual Research Review.

4: Selection of outputs

- Details of procedures that have been developed to ensure the fair and transparent selection of outputs. REF 2021 requires an average of 2.5 outputs per FTE returned in a Unit of Assessment (UoA), with normally at least one output from each staff member returned, and 5 as a maximum for any individual.

The selection of outputs for the Art and Design UoA will be through a fair and transparent process. Each member of staff who is SRR and research independent will meet with a member of the REF Working Group twice a year. Outputs will have received peer-reviewed ratings in the Annual Research Review (ARR) and be held in the research repository. The member of staff will also review their own outputs according to the REF assessment criteria of originality, significance and rigour. Feedback received at the meeting (including that of selected external reviewers) will inform the development of a personal research plan to fully develop the outputs to at least 2* standard, plus impact for possible case studies.

The results of this process will be collated by the REF WG and submitted for consideration at Research Committee. Full recommendation will be made to the Vice Chancellor and the Senior REF Oversight Group for agreement and sign off.

Ravensbourne University recognises that not all staff who are SRR and RI can contribute the recommended 2.5 outputs per fulltime FTE; and for reasons of inclusivity specific circumstances including career-related and personal ones might impact on expectations. Some researchers might only have one output in this case. All fractional staff will be assessed in line with their FTE and discussions at the research planning meetings will include these aspects, and overall quality of the output. In the case of multiple contributors to a larger output, the proportional inputs of each contributor will be assessed and allocated by the REF WG if necessary.

Ravensbourne University reserves the right to use outputs from staff who have left or been made redundant in the period of REF2021. Our ARR figures suggest this will be relatively small number.

Overall, the period from the Mock REF 2017 (precursor to the ARR) to now has been one of continual refinement and these policies are the outcome of a considerable amount of collaborative development with staff at all academic levels. The CoP was developed with this in mind. The Code of Practice workshop was a useful inflection point for this process and it has closely informed the work of the Research Office.

Submission process

Staff participated in the Mock REF July 2019, submitting their research outputs including those that are practice based, along with supporting evidence to confirm its originality, significance and rigour. The Mock REF establishes a baseline of submittable outputs. The REF WG will then review the selection and agree what should be returned to the UoA for Art and Design. Once the selection

is approved, the researchers will be informed as to why the works were selected and the feedback for their outputs. When the group reconvenes in 2020 to consider the final selection of outputs, this will inform their choices. Staff will be informed at the end of this process as well.

Staff, committees and training

The REF WG will provide role descriptions and Terms of Reference for relevant committees, as well as retaining records for the other groups involved in the REF submission process. It will also outline the training that has been provided to other committees and individuals in the REF process.

Staff circumstances

The University will enable staff to confidentially disclose individual circumstances that could impact on their ability to contribute outputs to our UoA (see Annex 13). We will put in place procedures that recognise the sensitive nature of these issues, and offer staff with a significant responsibility for research and research independence the opportunity to voluntarily declare their circumstances. The process will be confidential, fair and transparent, and take place under the aegis of our department of Human Resources. The circumstances that can be disclosed include the following:

1. Maternity leave, adoption or paternity / parental leave
2. Disability
3. Ill health / injury
4. Mental health conditions
5. Caring responsibilities including child care
6. Other types of family-related leave
7. Career break outside the academic sector, which did not involve academic research
8. Gender reassignment
9. If the member of staff is an Early Career Researcher, i.e. began their research career after 1st August 2016
10. Bereavement or other reason not noted above

Where staff members declare an equality-related or other special circumstance, the REF Appeals Group will highlight a requirement for a one-to-one conversation to determine the staff member's needs. This will be done in a confidential and sensitive manner. Following this discussion, the Director of HR will disclose to the Research Office that a reduction has been requested and approved. The Research Office will work out how much of a reduction can be applied in line with the guidance in Annex 13. The Research Office will inform the Director Research that the staff member's expected contribution to the pool should be reduced and by what amount.

Given the small scale of our institution and likely submission, we feel it unlikely that there will be a significant impact from exceptional circumstances on our UoA.

Where staff circumstances concern Early Career Researchers the Research Office may ask the individual to verify the dates of their ECR via a CV.

All circumstances declared to the Director of HR will be considered in line with the duty of care that HR have for all staff, and appropriate support will be offered to any staff members who make declarations requiring support.

The University will provide information relating to REF2021 which will be processed fairly and lawfully in accordance with GDPR. Individuals have a right to check or amend the data held.

Disclosure of circumstances

- Procedures for taking into account staff whose circumstances have affected their ability to research productively throughout the period in relation to the unit's total output requirement.

AND

- Procedures for taking into account the effect of circumstances that have had an exceptional effect on the ability of an individual staff member to research productively throughout the period so that they do not have the required minimum of one output.

Adjustment to individual contributions

REF-returning staff can volunteer information regarding any personal circumstances that have impacted their research during the REF timespan. This can be communicated to HR in the first instance. They can explain the circumstances that have affected their ability to research productively throughout the REF period via email to the HR representative who is a member of the REF group. The document is included in the Appendices and will form the basis for a discussion by the Director of HR, the Dean of Screen School and a staff representative, who collectively form the Appeals Committee. All further action will be taken in agreement with the affected staff member, with due regard paid to the need to work confidentially in this area. Communication will be with the Director of HR or another HR representative in the interim.

Non-submitting research staff

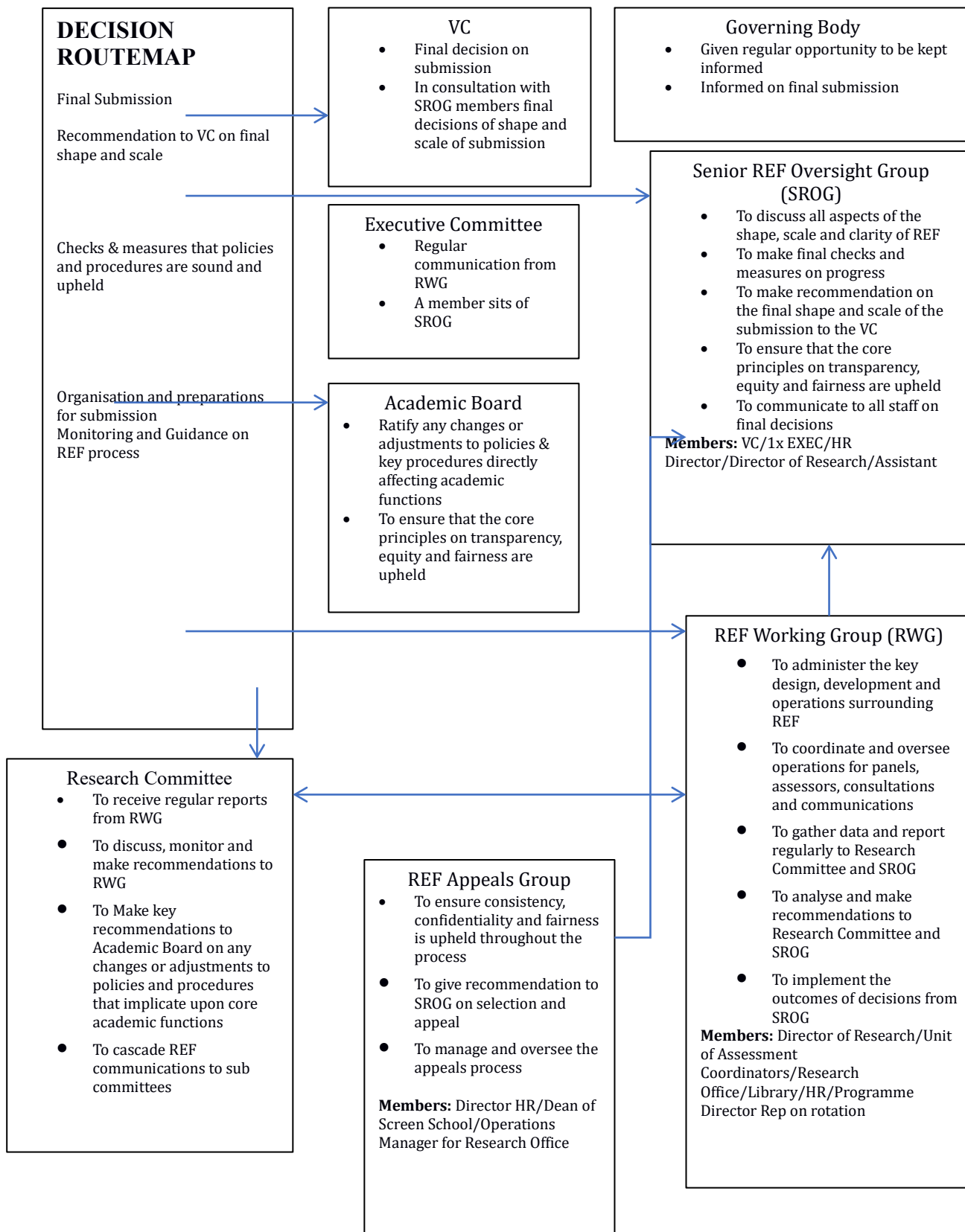
Through our new Annual Research Review, all staff will be given appropriate support, whether submitted or not in the REF, to devise their individual Research Plans. This will form part of the Annual Performance Review and our commitment to researcher development.

Equality impact assessment

The EIA will assess the selection of outputs in the Art & Design UoA pool against the profile of all academic staff. This will help inform the REF group as to any changes it might make in the selection of outputs in the profile of staff within the UoA to make it more representative. We are intending to continue this as a regular annual exercise.

Annex 1

REF Communication & Decision Making Routemap



Annex 2

Programme of Consultation on the Code of Practice

Date	Ravensbourne Activity
July 2017	Staff Research Conference – first all staff REF information workshop
July 2018	Mock REF 2018 and staff preparation for REF roles
21 November 2018	Meeting for CoP with a view to research staff contracts at the Executive Committee meeting
11 December 2018	Meeting to discuss research roles and SRR
28 January 2019	Research Office meeting to discuss CoP and research and teaching contracts
19 February 2019	Executive Committee meeting to discuss CoP issues around staff selection and REF outputs
14 March 2019	Research Committee meeting to discuss provisions of CoP including legal recommendations on the variation of contracts
19 March 2019	Following up outcomes of Research Committee at Executive action points Committee meeting
30 March 2019	Consultation with the Head of HR, with recommendations for CoP and diversity
2 April 2019	Review of new Research & Teaching contracts at Executive Committee meeting
25 April 2019	Update on CoP progress at Executive Committee meeting
April 2019	Consultation with external advisers on CoP
22&23 May 2019 and following	Meetings with staff around CoP provisions and accumulation of feedback
3 June 2019	Updated CoP released to all staff via In the Frame (Rave newsletter)
4 June 2019	Meeting of additional Research Committee to convene REF Sub Committee and Appeals Group with ToR and to agree final submission of the Code of Practice
6 June 2019	Sign off of CoP by Chief Operating Officer (acting VC)
7 June 2019	Submission of CoP to Research England
11 July 2019	Staff Research Conference – full agenda on REF2021, including CoP process and Annual Research Review

Annex 3

Programme of communication on the Code of Practice

Date	Ravensbourne Activity
14 February 2018	Staff Research Conference with keynote from previous REF panel chair and discussion about staff roles in REF
July 2018	Mock REF 2018 conducted to determine initial cohort; open to all participating staff members. Initial submitters reflected in the first EIA
21 November 2018	Research Committee notes requirements of Code of Practice, and the first mapping of REF submitters to teaching and research contracts, to establish Significant Responsibility for Research.
Autumn 2018/ Spring 2019	Mentoring of research-active staff members and discussions around REF provisions.
19 March 2019	Academic Board notes first presentation of the REF Code of Practice provisions with a view to submission on 7th June 2019.
April 2019	Consultation with external advisers on CoP
22&23 May 2019	Two all staff meetings to brief staff on REF2021 with coverage of roles, scope and impact of the CoP
Start of June 2019	Updated CoP outline circulated to all staff via In The Frame, Ravensbourne weekly round-up
11 July 2019	Staff Research Conference – full agenda on REF2021, including CoP process and Annual Research Review
October 2019	REF Working Group to convene on CoP amendments and confirm forward plans for 2020
October/December 2019	Following final CoP approval, the document will be placed on the Research internet pages, placed on Slideshare (replacement for Ravensbourne University intranet) and fully communicated to all staff.
January 2020	Communication of the Appeals Process begins
December 2020	Meeting of the REF Appeals Group
January/February 2021	Appeals Process closes and notification to all staff of the outcome of appeal

Annex 4**Annual Research Review Report**

Chair to send copy to the Director of Research and Executive Dean of Design School

	UOA:	Internal review undertaken by:
	Date of Review:	Name of external assessor:
		Add any explanatory notes in this column, also
1	Number and FTE of staff in UOA at time of review:	
2	Number of staff on research only or teaching and research contracts with outputs in Research Repository at time of review:	
3	Number of staff on research only or teaching and research contracts without outputs in current REF period to-date:	
4	No. of staff who could be considered in more than one UOA:	
5	No. of outputs reviewed for the first time: No. of outputs re-reviewed (if any):	
6	Number of staff with outputs at 2* and above: Number of outputs assessed at 2* and above:	
7	Number of staff with outputs at 3* and above: Number of outputs assessed at 3* and above:	
8	List titles of impact case studies included in the review and state why these ICS were chosen:	
9	State Panel's view of the 'health' of the UOA in each of the areas considered, including recommendations for staff who should be assessed in other UOAs	
10	State what actions should be taken to improve the quality of the potential submission and what, if any, resources could help achieve this (including impact of an all staff submission)	

Signed (Chair, ARR Panel):

Date:

Annex 5: Terms of Reference for Academic Board

REVISION OF TERMS OF REFERENCE AND MEMBERSHIP MAY 2019 TO TAKE EFFECT FROM SEPTEMBER 2019

RESPONSIBILITIES OF ACADEMIC BOARD UNDER ARTICLES OF GOVERNANCE REVISED IN 2018

The Academic Board

There shall be an Academic Board, whose membership and procedures for meetings shall be set out in policies and procedures. The Vice Chancellor shall be the Chair of the Academic Board. The Academic Board may establish such committees as it considers necessary to enable it to carry out its responsibilities, subject to the approval of the Vice Chancellor and the Board of Governors.

Subject to the provisions of these Articles, to the overall responsibility of the Board of Governors, and to the responsibilities of the Vice Chancellor, the Academic Board shall be responsible for:

General issues relating to the research, scholarship, teaching and courses at the University including

- Criteria for the admission of students;
- The appointment and removal of internal and external examiners;
- Policies and procedures for assessment and examination of the academic performance of students;
- The content of the curriculum;
- Academic standards and the validation and review of courses
- The procedures for the award of qualifications and honorary academic titles; and
- The procedures for the expulsion of students for academic reasons.
- Considering the development of the academic activities of the University and the resources needed to support them and for advising the Vice Chancellor and the Board of Governors thereon; and
- Advising on such other matters as the Board of Governors or the Vice Chancellor may refer to the Academic Board.

ACADEMIC BOARD BUSINESS

Academic Board

Approval of:

Annual Report on Quality and Standards

External Examiner nominations

Assessment Regulations

Policies and Procedures for the assessment of students

Criteria for admission

Validation and review of the curriculum

Academic Framework
Award of qualifications including honorary and visiting titles
Terms and Conditions of registration
Academic Risk Register

Evaluation of:

Academic KPIs
Student Voice
TEF data and submissions
REF submissions

Consideration of:

The student experience
The provision of learning resources
The student code of conduct
Diversity and Equality issues

Receive to monitor delegated powers:

Minutes of sub-committees, working groups, task and finish groups

Receive for information

Reports from external bodies

COMPOSITION OF THE ACADEMIC BOARD

There shall be an Academic Board of no more than 30 members comprising

1. The Vice Chancellor, who shall be the Chair
2. The Executive Deans of School
3. Senior staff of programme director level and above (or such title as may from time to time be determined) such that the total number of members drawn from categories (b) and (c) is greater than the number drawn from categories (d) to (h)
4. The President and Vice-Presidents of the Students' Union
5. Not more than four members who shall between them represent the major fields of academic study across the University, elected by and from amongst the full time and fractional teaching staff of the University
6. One member elected by and from the administrative and support staff
7. Not more than two co-opted members with experience in the provision of education who shall not be students or staff of the University (such members shall not be entitled to vote on matters of University policy)
8. Such other co-opted members as are necessary to conduct the business of the Board or to represent the diversity of the University

The Board of Governors may vary the numbers of staff and student members always provided that at least half the membership of the Academic Board shall be drawn from members in categories b) and c).

The Vice Chancellor may nominate a Deputy Chair from among the members of the Academic Board to take the chair in their place. The period of appointment of members and the selection or election arrangements shall be subject to the approval of the Board of Governors.

PROPOSED MEMBERSHIP

<i>Membership</i>
<i>Ex-officio</i>
Vice Chancellor (Interim) (Chair)
Dean of the Screen School (Deputy Chair)
Dean of the Design School (Deputy Chair)
Director of Academic Services
Chief Operating Officer
Deputy Dean, Design School
Deputy Dean, Screen School
Programme Director Design Practice
Programme Director - Fashion
Programme Director Media Works
Programme Director Media Lab
Associate Programme Director Architecture
Associate Programme Director – Further Education
Associate Programme Director of New Mindsets
(14)
<i>Elected</i>
Members of Academic Staff (4) elected by and from full time and fractional staff
Member of Professional Staff elected by and from full time and fractional staff
President, Ravensbourne Students' Union
RSU Vice Presidents
(8)
<i>Co-opted</i>
Director of Research
Head of Student Services
Registrar
Head of Quality
Head of Admissions
Head of New Mindsets

Executive Team Terms of Reference

Reports to: Board of Governors via Vice Chancellor

Membership of the Executive Team:

The Vice Chancellor (Chair)

The Chief Operating Officer (Vice Chair)

The Executive Deans

The Director of Finance

The Director of Human Resources, Access and Marketing

The Director of Academic Services

The Director of Learning Resources and Operations

The Director of Technology

The Executive Team will:

1. Ensure effective organisational management and direction of the Institution.
2. Advise the Director on the key strategic and operational issues facing the Institution.
3. Approve and manage staffing, student and resource allocation.
4. Approve new policies and amendments to existing policies across the Institution in line with the Scheme of Delegation.
5. Implement, and monitor the performance of the Institution against, the Strategic Plan providing regular updates to the Board.
6. Ensure the accuracy and honesty of publications regarding all aspects institutional business, and provide assurance to the Board in this regard.
7. Manage and keep under review the Institution risk register and ensure that key risks are managed appropriately and reported to the Board.
8. Recommendation of annual budget to the Board. To regularly monitor departmental expenditure, income and commitments and plans to ensure that no unauthorised overspend against budget occurs, and if this does become necessary to notify the Director of Finance and identify alternative funding.
9. Ensure that Value for Money is a key consideration in all activity as advised by HEFCE's Memorandum of Assurance and Accountability and additional guidance. To report such activity with the value for money achieved on an annual basis for review by the Audit Committee and submission to HEFCE.
10. Ensure that the Institution complies with all regulatory and legal requirements in relation to its business and funding, reporting to the Audit Committee.
11. Ensure that data is managed effectively, reporting to the Audit Committee on the management and quality assurance of data.
12. Ensure that equality and diversity is embedded, promoted and celebrated across institution, reporting annually on equality and diversity monitoring against the relevant KPIs to the Board.

13. Ensure the health, safety and welfare of the Ravensbourne community, providing regular assurance to the Board.
14. Ensure adherence to all relevant legislation and regulation.

Committees reporting to Executive Team:

Senior Management Team

Health and Safety Committee

Research Committee

RAVENSBOURNE RESEARCH COMMITTEE

TERMS OF REFERENCE

Sub-committee of Academic Board

Chair

- Executive Dean of Design

Vice Chair

- Director of Research

Membership

- Professor, Research
- Research Adviser
- Research Fellow
- Director of Learning Technology Research Centre

- Co-opted members of academic staff

Secretary

- Research Administrator

Terms of Reference

- To oversee Ravensbourne's Applied Research Strategy, review it annually and prepare a report for Academic Board;
- To develop staff research outputs for REF2021 and associated procedures
- To make recommendations to Executive Committee on resourcing and funding;
- To provide periodic reports against the annual institutional Key Performance Indicators associated with research;
- To provide a formal and supportive framework for developing Ravensbourne's research environment;
- To ensure researchers meet the UK and EU codes of conduct for Research Integrity and receive the minutes of the Research Ethics Sub-Committee;
- To oversee the allocation of internal Ravensbourne research funds
- To consider appeals or complaints against decisions made by the Ethics sub-committee

TERMS OF REFERENCE FOR THE RAVENSBOURNE RESEARCH ETHICS SUB-COMMITTEE (REC)

The group will report directly to the Ravensbourne Research Committee and will meet as required, but not less than twice a year.

- Director of Research

Membership

- Visiting Professor, Research
- Research Adviser
- Research Fellow

- Co-opted staff members as appropriate

Secretary

- Research Administrator

Objectives

The objectives of the Committee are to maintain ethical standards of practice in research, to protect participants, researchers, institutions and funders from harm, and to preserve respondents' rights. To provide reassurance to the public and external bodies that due care is being taken in research. It is also the aim of the committee to facilitate, not hinder, valuable research, and to protect researchers from unjustified criticism.

In accordance with the National Research Ethics Service advice, referred to in 'A Framework of Policies and Procedures for University Research Ethics Committees' university Research Committees "...should not be responsible for the proactive monitoring of research. They should, however, continue to be responsible for keeping the original approval under review" (AREC, 2013:23).

The terms of reference of the committee are:

1. to receive details of any research proposal which has either failed Ravensbourne's Self-Certification form for staff OR where a student research project has been considered by the student's supervisor as raising ethics questions (see the attached Research Proposal Guidelines, October, 2014);
2. to consider such research activity or research project on behalf of Ravensbourne and to either (a) approve it as proposed, (b) approve it under certain defined conditions or specific requirements, or (c) refuse approval;
3. to exercise powers to require the halting of research if substantive ethics flaws are identified at any time until the issue(s) have been remedied to the satisfaction of the Research Ethics Committee (REC).

RAVENSBOURNE REF2021 WORKING GROUP

TERMS OF REFERENCE

Subcommittee of Research Committee

Chair

- Director of Research

Membership

- Visiting Professor, Research
- Research Adviser
- Research Fellow
- Senior Research Fellow
- Programme Directors Departments of Design, Fashion, Film, Media, and Architecture

Co-opted staff members as necessary

Secretary

- Research Administrator

Terms of Reference

Developing REF-related procedures and decisions

Staff development and training to be provided across the University, in preparation for and submission to REF2021.

The REF group will be responsible for decisions and advice as outlined below, which will be approved by and recommended to the Research Committee

Selection of outputs for the REF UoA (Art and Design)

Assessment of staff Research Independence and SRR

RAVENSBOURNE REF APPEALS GROUP

TERMS OF REFERENCE

Chair

- Director of HR

Membership

- Director of Academic Services
- Dean of Screen School

Co-opted staff members as necessary

Secretary

- Research Administrator

Terms of Reference

Formal appeals from academic staff on the grounds of:

Responses to the Questionnaire regarding SRR and research independence

Disagreement with application of the Code of Practice in terms of establishing researcher status

Resolution of appeals through consultation, recommendations to the REF Sub Committee and the Research Committee.

Annex 10: Documents pertaining to Equality and Diversity

The complete Equality and Diversity Policies and Procedures can be found here: <https://s3.eu-west-2.amazonaws.com/ravensbourne.ac.uk-assets-prod/2020-06/equality-and-diversity-policy-and-procedures.pdf>

Overview of Ravensbourne's Equality and Diversity Policy

Equality of opportunity is sought and achieved in the organisation's activities:

1. Ravensbourne's Equality Framework is a statement for students which sets out the University's commitment to ensuring that all staff and students are treated equally, the key principles to which all policies and procedures adhere and where further information can be obtained. It covers all aspects of the student journey. Each undertaking is accompanied by a monitoring procedure and the personnel responsible, and signposts to related policies. The framework operates alongside a more detailed document, 'Equality and Diversity Policies and Procedures' which encompasses a wide range of HR policies and procedures to meet employment law and other individual policies covering all the protected characteristics in the equality legislation.
2. Ravensbourne demonstrates its commitment to disabled people by its membership of the Disability Confident Scheme which has replaced the Positive about Disability Two Ticks award. It commits the college to continuing positive action for disabled people. A quiet space is provided for individuals to use for meditation, reflection or prayer. The Board of Governors take a particular and active interest in equal opportunities and social mobility and receives an annual report.
3. The external website carries information about Ravensbourne's commitment to Equality and Diversity. It contains links to the Annual Equalities reports in compliance with equality objectives laid out by the Equality Act 2010. Alongside the reports are useful benchmarking reports. Ravensbourne makes clear that all staff are responsible for promoting equal opportunities in carrying out their general duties. Staff do demonstrate sensitivity to the needs of different constituencies of students. Along with HR staff, Academic Board is responsible for monitoring, reporting and action planning on an annual basis to the Board of Governors. The Human Resources department provides training on all aspects of equality and diversity which professional and academic staff are required to complete on an on-going basis as part of their contract of employment.

The University uses the annual Student Diversity Report and the Annual Staff Equality Report to monitor the effectiveness of the framework. Patterns of student retention and achievement are also monitored annually at course level in Annual Course Monitoring reports. The Student Diversity report is presented to Academic Board by the Director of Academic Services to fulfil the statutory

duty to monitor student activity against four protected characteristics; gender, age, ethnicity and disability

Do I have a significant responsibility for research (SRR) and am I an Independent Researcher

Guidance

The REF Guidance on Submissions (REF 2019/01), published in January 2019, defined Staff with significant responsibility for research in paragraph 141 as those for whom:

- a. 'Explicit time and resources are made available'.
- b. 'To engage actively in independent research'
- c. 'And that is an expectation of their job role'.

In order to identify staff who have a specific responsibility for research, we have developed fair and transparent procedures based around the following principles:

- 1. Contractual responsibility for research or expectation within job role
- 2. Engagement with research
- 3. Research independence

Our policy is to engage with all academic staff to work with them to identify who does and does not have a significant responsibility for research.

This questionnaire allows staff to provide their own self-assessment against the indicators, together with their evidence, to demonstrate whether or not they consider that they fulfil the criteria defined by REF as having a significant responsibility for research, along with the specific criteria and indicators for being an independent researcher, which is also a requirement for REF 2021.

These completed questionnaires will then be cross-checked with Programme Directors and line managers within the REF Sub Committee to confirm the allocation of specific time for research and resources, and expectations of research within academic job roles. Although this only applies to the academic year 2019-20, due to the approval process for the Code OP, it will not be approved for application until after the completion of academic year 2018-19.

Should a member of staff meet the criteria of independent researcher but cannot evidence time and resources to conduct research, or agreed research objectives for academic year 2019-20, due to a change in role or deployment, they will be able to provide evidence agreed in writing through the University appraisal process for other academic years in the REF audit period.

The completed questionnaires and cross-checked information from the line manager for this questionnaire will then be used by the REF group to decide on whether or not an individual member of staff has a significant responsibility for research, which includes meeting the criteria for being an independent researcher.

Significant Responsibility for Research

The criteria for having a SRR are being applied in the following way in our University to decide on staff status. A member of staff will be considered as having a SRR if their line manager and the REF group can confirm evidence that they have:

‘Explicit time and resources are made available’.

This would normally be for academic year 2019-20, but where this is not appropriate due to a change in deployment, evidence of explicit time and resources from completed written appraisal documents for previous years within the REF audit period can be used (January 2014 to August 2019).

Staff would qualify against this criterion if they could evidence time set aside for research according to contracts (being issued in the period September 2019) or other funding being made available to allocate specific time for research, against agreed REF-related research objectives (e.g. writing peer reviewed outputs, writing grant applications).

In order to qualify as having a SRR a member of staff would need to satisfy the application of at least one of the criteria for:

‘Explicit time and resources are made available’.

‘And that is an expectation of their job role’.

and meet the minimum criteria

‘To engage actively in independent research’ (see below)

The development of the Teaching and Research contracts at Ravensbourne will address part of the requirements for Significant Responsibility for Research; however the second part of this form regarding Research Independence is required for assessing suitability to submit to REF.

Research Independence

We are asking all academic staff on at least 0.2 FTE (fixed term or open-ended contract for teaching and research) on research contracts or with SRR to evidence their research independence by responding directly to the REF2021 generic indicators of independence.

These generic indicators are from paragraph 132 of the REF 2021 Guidance on Submissions document:

https://www.ref.ac.uk/media/1092/ref_guidance_on_submissions.pdf

In addition to the generic criteria, Main Panels C1 and D2 also consider that additional attributes may generally indicate research independence. We are entering only the Art and Design Unit of Assessment, in Panel D, but we would like all staff to complete all parts of the questionnaire with their best evidence. These additional indicators are from paragraph 189 of the REF 2021 Panel Criteria and Working Methods document:

https://www.ref.ac.uk/media/1084/ref-2019_2-panel-criteria-and-working-methods.pdf

The generic and panel specific criteria to be used for determining staff who meet the definition of an independent researcher are as follows:

Generic Criteria:

1. Leading a research group or a substantial or specialised work package. (This includes acting as a leader of any size of group brought together to conduct a research project; acting as a leader for a substantial or specialised work package that is part of a large research project with multiple teams undertaking a number of separate work packages; and individual researchers taking sole responsibility for all aspects of a research project in their specialist area of work).
2. Leading or acting as principal investigator or equivalent on an externally funded research project.
3. Holding an independently won, competitively awarded fellowship where research independence is a requirement.

Additional Indicators of Independence for Main panel C and D:

4. Significant input into the design, conduct and interpretation of research. (This includes your research activity and research that you supervise that is carried out by research staff and doctoral students).
5. Being named as a co-investigator on an externally funded research grant /award.

Staff wishing to be considered as independent researchers must satisfy at least two out of three of the generic criteria between January 2014 and January 2020, either at Ravensbourne University or a previous HEI where they were employed. However, because our sole Unit of Assessment is in Main Panel D, staff can be considered research independent if they can satisfy at least criterion 4 – making a significant input to the design, conduct and interpretation of a successful research project that has produced at least one research output appropriate to the area of work in the area of Art & Design (i.e. would be an acceptable form of output for the likely REF UoA between January 2014 and January 2020). They will need to evidence their role and it is not sufficient to be merely named as a co-investigator on an externally funded research project.

Questionnaire

Part 1: Significant Responsibility for Research

All staff should complete the table below by **highlighting** either Y or N and completing the evidence required (expand the boxes as necessary).

Q 1. Do I have a significant responsibility for research?

a. I receive explicit time and resources to conduct research:

Y / N

1. Research is agreed in my annual Performance and Development review with my line manager against specific objectives related to research;

Evidence for Academic Year 2019-20: _____

Time in hours: _____

Research objectives agreed in Performance & Development process: _____

2. I have received other allocated time for REF related research through the Academic Workload Model agreed with my line manager set against agreed research objectives in my annual Performance and Development review

Y / N

Evidence for Academic Year 2019-20: _____

Time in hours: _____

Research objectives agreed in Performance & Development process: _____

b. I engage in independent research as shown by evidence provided by completion of the "Am I an Independent researcher?" section below

Y / N

c. Research is part of my job role:

Y / N

1. Research forms the basis of my job description and is expected of me in my role

Y / N

Evidence: Job Title:

Indicative research objectives for 2019-20:

2. I am on a standard academic contract (teaching and research) but research is part of my role as agreed through setting of objectives in my annual Performance and Development review with my line manager

Y / N

Evidence: Job Title:

Evidence for Academic Year 2019-20 (agreed research objectives through the Performance and Development process): _____

In order for staff to be considered to have a significant responsibility for research staff would need to provide suitable evidence in their responses to a. and c. in this questionnaire, which can be corroborated by their line manager and used by the REF Sub Committee to reach a decision. Staff also need to provide suitable evidence in the "Am I and independent researcher?" questionnaire and a positive response to b. in this questionnaire, both of which will be used by the REF group in reaching their decision.

This form must be received by the Research Administrator on or before 9th October 2019. This form should be completed by all academic staff on at least a 0.2 FTE standard academic contract, including those on fixed term contracts.

Part 2: Research Independence

Name:

Department:

Generic Indicator of Independence ³	Best evidence of indicator
Leading a research group or a substantial or specialised work package. (This includes acting as a leader of any size of group brought together to conduct a research project; acting as a leader for a substantial or specialised work package that is part of a large research project with multiple teams undertaking a number of separate work packages; and individual researchers taking sole responsibility for all aspects of a research project in their specialist area of work).	

Leading or acting as principal investigator or equivalent on an externally funded research project.	
Holding an independently won, competitively awarded fellowship where research independence is a requirement.	
Additional Indicators of Independence for Main panel C and D	Best evidence of indicator
Significant input into the design, conduct and interpretation of research. (This includes your research activity and research that you supervise that is carried out by research staff and doctoral students).	
Being named as a co-investigator on an externally funded research grant /award.	

Annex 12. Staff recommendations for selection of outputs

REF 2021 requires an average of 2.5 outputs per Full Time Equivalent (FTE) staff returned in a Unit of Assessment, with a minimum of 1 output and a maximum of 5 per staff member. The REF Sub Committee will make the final decision on the selection of outputs to be returned in our sole Unit of Assessment. As you are a member of staff that has a significant responsibility for research, including being an independent researcher, the REF group need to work with you to select the best outputs to return.

The REF Sub Group will operate according to the following criteria:

1. The best quality output for each individual member of staff submitting to the REF will be selected, as the bare minimum for our Unit of Assessment, unless there are exceptional circumstances for which see below.
2. From the remaining outputs, the next best will be selected in order to balance outputs across the whole Unit of Assessment.
3. The entire UoA submission from the University will be reviewed in context and the outputs balanced accordingly.
4. The selected outputs for staff members will be assessed to ensure it is both representative and inclusive without affecting the overall quality of the submission. Consideration will be made of individual circumstances such as protected characteristics, fairness, transparency, consistency, accountability, inclusivity, contract of employment and any cases for exemption of staff due to circumstances during the audit period.

According to the REF guidance there is no appeal process against the selection of outputs; this is a matter of academic judgement, with the final decision resting with the REF Sub Committee.

To help the REF group select the best combination of outputs and to give you the opportunity to contribute to consideration of which outputs are selected please complete the table below, by identifying your priority order of outputs, your assessment of * quality rating and any other reasons supporting the order of priority you have selected.

If you are unsure on how to assess quality rating please attend one of the REF workshops and/or consult an appropriate member of the REF group for guidance, preferably your Unit of Assessment Coordinator.

Suggested priority order of outputs (write as much text in each entry as needed).

Name: **Indicative UoA: Art & Design (32, Panel D)**

Output 1

* Rating = ;
other reasons:

Output 2

* Rating = ;
other reasons:

Output 3

* Rating = ;
other reasons:

Output 4

* Rating = ;
other reasons:

Output 5

* Rating = ;
other reasons:

NB

- For outputs that are practice or artefact based, supporting information must also be included that specifies the originality, significance and rigour of the output (300 word limit).
- Please indicate any output you think should be considered for double weighting and submit a reserve if you have one in case the REF group decide it is not double weighted.

Please return this form to the Research Administrator by October 31st 2019

Appendix

Declaration of Individual Staff Circumstances

Guidance:

This document will be sent to all identified independent researchers with SRR and REF-eligible outputs. Ravensbourne University London invites staff to declare information about circumstances that have impacted their ability to produce research outputs during the period 1 Jan 2014 to 31 July 2020.

This is in order to support staff in matters concerning equality and recognition of their research contribution in terms of workload and expectations. It will enable us to identify whether we should request a reduced number of outputs from our Unit of Assessment, if there is a requirement to do so.

Applicable circumstances

1. Maternity leave, adoption or paternity / parental leave
2. Disability
3. Ill health / injury
4. Mental health conditions
5. Caring responsibilities including child care
6. Other types of family-related leave
7. Career break outside the academic sector, which did not involve academic research
8. Gender reassignment
9. If the member of staff is an Early Career Researcher, i.e. began their research career after 1st August 2016
10. Bereavement or other reason not noted above

If your ability to research productively during the assessment period has been constrained due to one or more of the circumstances outlined above, you are requested to complete the attached form. Return of the form is voluntary, and individuals who do not choose to return it will not be put under any pressure to declare information if they do not wish to do so. This form is the only

means by which the University will be gathering this information; we will not be consulting HR records, contract start dates, etc. unless you complete the form. You should therefore complete and return the form if any of the above circumstances apply and you are willing to provide the associated information.

Ensuring Confidentiality

Your completed form will only be reviewed by the REF Appeals group in the first instance comprising: the Director of Academic Services, the Director of HR and a staff representative. This sub-group will consider the circumstances that you have identified and seek to verify these circumstances with you by using appropriate internal and external sources. Any verifications will be kept to a minimum and be dealt with in the strictest confidence.

The REF Appeals group will then reach a decision on action related to staff circumstances at a scheduled meeting and contact you with the outcome and rationale for the decision by email within 10 working days of the meeting. The decisions will fall into the following categories:

- Circumstances meet the criteria identified above for staff not producing a REF-eligible output during the assessment period to be entered into REF2021.
- Equality-related circumstances are accepted that have had an effect on an individual's ability to research productively during the REF period, and these warrant an adjusted expectation in terms of expected workload / production of research outputs within Ravensbourne University London.
- Circumstances that on their own, or in combination with others, effect any Units of Assessment where the proportion of declared circumstances is sufficiently high to warrant a request to the higher education funding bodies for a reduced required number of outputs to be submitted, or support a case to not submit in very small units of assessment.
- Circumstances do not warrant any further action either in the University or in submission to REF2021.

Where circumstances warrant an application for adjustment to REF2021, only the decision of the REF sub-group will be shared with members of the REF group. Where circumstances warrant an

adjusted expectation for the member of staff, only the decision will be shared with the REF group and the appropriate Programme Director for action with the member of staff.

If we decide to apply to the funding bodies for either form of reduction of outputs (removal of 'minimum of one' requirement or unit circumstances), we will need to provide UKRI with data that you have disclosed about your individual circumstances, to show that the criteria have been met for reducing the number of outputs.

Submitted data will be kept confidential to the funding bodies' REF team, the REF Equality and Diversity Advisory Panel, and main panel chairs. All these bodies are subject to confidentiality arrangements. The REF team will destroy the submitted data about individuals' circumstances on completion of the assessment phase. This also covers changes in circumstances that may occur between completion of the form and the census date in July 2020, for which the member staff should contact their School HR officer.

Declaration of Individual Staff Circumstances Form

If you have equality-related circumstances to declare that impact on your REF submission, please send the form below to your School HR representative in the first instance. Fill out all applicable sections.

Name: _____

Department: _____

School: _____

Circumstance:

- **Maternity leave, adoption or paternity / parental leave** ☐

Dates _____

- **Disability – please note condition and dates of absence** ☐

Dates / notes _____

- **Ill health / injury** ☐

Dates / notes _____

- **Mental health condition** ☐

Dates / notes _____

- **Caring responsibilities** ☐

Dates / notes _____

- **Other types of family-related leave** ☐

Dates / notes _____

- **Career break** ☐

Dates / notes _____

- **Bereavement or other reason not noted above** ☐

Dates / notes _____

- **Gender reassignment** ☐

Dates / notes _____

- **Started as Early Career Researcher on or after 1st August 2016** ☐

Dates / notes _____

Please confirm, by ticking the box below, that:

The above information provided is a true and accurate description of my circumstances as of the date below

I realise that the above information will be used for REF purposes only and will be seen by members of the REF sub-group

I realise it may be necessary to share the information with the national REF team, the REF Equality and Diversity Advisory Panel, and main panel chairs.

I agree _____

(Note: if you choose not to agree with these statements your information cannot be used to make a case to REF2021 for any adjustment in requirements for a minimum of one research output).

Name [Print]:

Signed:

Date:

By signing this form, you give permission for the relevant School HR officer to contact you to further discuss these circumstances, including how to take this action forward.

<p style="text-align: center;">ROLE DESCRIPTION AND PERSON SPECIFICATION RESEARCH ACTIVE ACADEMIC STAFF</p>
<p>Role Title: Course Leader [subject]</p> <p>Programme [subject]</p> <p>School [Subject]</p> <p>Pay Band: Band E</p> <p>Reports to: Programme Director/Associate Programme Director of [subject] in {subject} School</p>
<p>Purpose of Role:</p> <p>To lead, develop and manage the [title] course, ensuring that its academic direction, design and curriculum are fully aligned with Ravensbourne’s Strategy, Academic Plan and the delivery of Mindsets & Skillsets; that it is innovative and responsive to industry needs; that agreed targets and performance indicators are met; and that it contributes to a positive student experience.</p> <p>To have day to day operational management of course management and delivery including its promotion and marketing, budgeting and resourcing, student recruitment and progression, timetabling, learning and teaching, academic quality, assessment, learner feedback, and staff recruitment, management, workload planning and development.</p> <p>To contribute to the wider strategy, development and planning of the [subject] Programme.</p>
<p>Responsibilities:</p> <p>Course Leadership and Management</p> <ul style="list-style-type: none"> • working closely with the Programme Director/Associate Programme Director to undertake the annual planning process for the course, ensuring that the agreed objectives and associated targets for the course are implemented. • to manage the delegated course budget, monitoring expenditure to ensure the budget target is achieved at year end. • to resolve operational issues arising from course delivery, collaborating with the appropriate professional service as necessary, escalating unresolved issues to the Programme Director if progress is not achieved • to secure and deploy the resources necessary for effective operational delivery of the course

- to ensure that the course is effectively **timetabled**.
- to chair **meetings of the staff team**, using these to keep colleagues up to date, and to receive feedback on the leadership, development and management of the course.
- to maintain oversight of **the use of resources** so that deployment of space and equipment reflects institution-wide policies and practices, including health and safety
- to undertake necessary **administration of the course**, working closely with the programme administrator to ensure maintenance of course files and documentation, records of student attendance, assessment, withdrawals, information for Registry etc.
- to contribute to the **inception, development and validation/revalidation of undergraduate and postgraduate courses** in the programme area.
- in collaboration with the other senior academic managers and course leaders to ensure that **shared delivery across courses** within and between programmes is effectively managed and delivered
- to participate in **institutional committees** and sub-groups, working groups and project boards/teams as required
- to establish, develop and maintain **industry links** relevant to the course
- to support the **development and maintenance of academic and industry partnerships**, both in the UK and internationally
- to contribute to **alumni development and fundraising** activities
- to contribute to Ravensbourne's **commercial activity**
- to develop and maintain links with **key stakeholders and networks in HE**

Student Recruitment

- to ensure that appropriate strategies and plans are in place and implemented for the **marketing and promotion of the course**, contributing to copy for publicity material, ensuring that online course information is up-to-date, and contributing to Open Days and other promotional initiatives
- to **monitor student recruitment numbers** and take appropriate action as necessary
- to contribute to effective student **progression**, to and through undergraduate level and from undergraduate to postgraduate

Quality enhancement

- to ensure that course delivery complies with Ravensbourne's **quality standards and regulations**
- to ensure that **assessment feedback** is effective, appropriate and timely
- to support the implementation of the **Learning & Teaching and Student Experience Strategies**
- to continuously enhance the **quality of learning and teaching** on the course
- to ensure **learner feedback** is sought through both informal and formal mechanisms, and responded to promptly.
- to undertake **course monitoring**
- to ensuring that **grades are delivered to Registry** in a timely manner
- to be a member of **progression boards**
- to ensure **representation at relevant institutional and external committees**.

Research

- To provide academic and organisational leadership to those working within XXXXX research area(s), by for example co-ordinating resources, the work of others to ensure the effective delivery of research projects and agree objectives and work plans with the team.
- To act as the principal investigator on major research projects within the area of XXXXXX. Investigate and devise new research methods, generate new research approaches and contribute generally to the development of thought and practice in the field of XXXXX.
- To interpret findings, review and synthesise the outcomes of research projects in XXXX and apply to research and teaching practice, where appropriate.
- To develop and sustain an ongoing national reputation as a research leader in XXXXX, through original research work. Disseminate and explain research findings through leading peer-reviewed national and international publications, and present or exhibit at national/ international conferences and other similar events.
- To develop proposals for research projects which will make a significant impact by leading to an increase in knowledge and understanding and the discovery or development of new explanations, insights, concepts or processes.

- To investigate and develop new approaches, methodologies and techniques appropriate to XXXX research area.
- To lead major funding bids which develop and sustain research support for the XXXX specialist area and develop research initiatives to foster collaboration and generate income.
- To contribute to the development of research strategies and the teaching and learning policy in the School/Department of XXXXX.
- Independently identify relevant research objectives for a research team to pursue and, where appropriate, contribute effectively to school/departmental research programmes, ensuring that outputs meet the quality and quantity expectations for the School and/or Department.
- Develop and sustain **funding** support for their own areas of research.
- Lead research funding bids and research teams (where appropriate).
- Take a leading role in the successful dissemination, nationally and internationally, of research findings.
- Develop knowledge of, and contacts with, appropriate funding bodies external to the University.
- Provide expert advice on research issues to research fellows and other colleagues.
- Play a leading role in, and/or help to create, networks of researchers active in their area of scholarship and help create opportunities for collaborative work with other research centres.
- Peer review manuscripts for publication and/or research bids.
- Participate actively in the development of the School's research strategy.
- Make a significant contribution to the School's research reputation and income
- Develop effective activities to achieve engagement with research, and/or impact beyond academia.
- Where appropriate, develop relations with communities relevant to the research, and public and private enterprises in order to capitalise on intellectual property and collaboration.

Staff Recruitment, Management and Development

- to **line manage staff working on the course**, ensuring that they are meeting their responsibilities, objectives and targets, and that their well being and development is considered and supported
- to **recruit, select and induct** staff – both salaried and sessional - required to deliver the course.
- to ensure that the **timetabling, work loading, motivation and well-being** of staff is well-managed.
- to ensure that **staff development** needs are reviewed annually through APRD and that staff are supported in engaging with agreed development objectives.
- to ensure that a programme of **teaching observation** is in place and undertaken effectively
- to ensure that all staff receive sufficient **development and support** to enable them to participate in academic development initiatives
- to deal with **staffing issues** escalating issues to programme/ associate programme directors where these cannot be resolved at course level.
- to support staff in engaging in the **Professional Skills Framework** to achieve PGCE qualification and appropriate external accreditation
- to support those staff engaging in **Research**

Personal and Institutional

- to **deliver the requisite teaching hours** in accordance with the workload model and the tariffs set down by Ravensbourne
- to undertake **specific projects and assignments** for the programme, school or for the institution as may be required from time to time
- to **participate in Annual Performance Review and Development (APRD)**
- to **engage in personal research and scholarly activity** relevant to subject and professional expertise
- to **engage in personal and professional development** relevant to role, course, programme, school or institutional needs
- to undertake **other duties** consistent with the role as may from time to time be assigned

- to demonstrate understanding of **Ravensbourne's values, culture and educational ethos** and promote these through everyday practice in the role.
- to work within Ravensbourne's **Code of Conduct and other Rules**
- to comply with all **legislative, regulatory and policy requirements** (e.g. Finance, HR) as appropriate
- to carry out the policies, procedures and practices of **Health & Safety** in all aspects of the role, and to ensure that guests to the Institution are given appropriate health and safety information on arrival
- to demonstrate value and importance of **equality and diversity** in every aspect of Ravensbourne's work, and show commitment through everyday practice in the role
- to work in accordance with, and promote Ravensbourne's **environmental sustainability** policy and practices
- to work continuously **to improve individual knowledge, skills and behaviours** for the current role and for the longer-term, gaining appropriate professional qualifications/accreditation and maintaining membership of appropriate professional bodies as appropriate
- to make full use of all **information and communication technologies** to meet the requirements of the role and to promote organisational effectiveness

Key Working Relationships (i.e. titles of roles, both internally and externally, with which this role holder interacts on a regular basis):

Executive Deans, deputy deans, programme and associate programme directors, other course leaders

Head of Research, Academic Services, Finance, HR, External Relations.

Heads of Marketing, Registry, Student Services, Quality, Recruitment, Admissions, International and Commercial, Alumni & Development, IT, Facilities, Programme Administrators

Resources Managed

Budgets: Course budgets

Staff: Academic staff

Other (e.g. equipment; space)

Person Specification (Knowledge, Skills and Behaviours)	Essential	Desirable
<p><u>Core Personal Skills</u></p> <p>Minimum Qualification Required : A Degree, appropriate professional qualification or equivalent.</p> <p>A post-graduate qualification (preferably a relevant doctorate)</p> <p>A PGCE or HEA accreditation or the ability to achieve one of these</p>	<p>■</p> <p></p> <p>■</p>	<p></p> <p>■</p> <p></p>
<p>Experience</p> <p>Current knowledge and understanding of the design and media industries and experience of working in one or more areas within the design and media industries</p> <p>Knowledge, understanding and experience of marketing management and business planning processes and tools to facilitate the identification of new markets and the evaluation of potential business ideas, including the setting up of projects and the management of delivery</p> <p>Knowledge, understanding and experience of complex business contexts involving multiple income streams and the impact of changing environments on this e.g. higher education strategic, funding and commercial contexts</p> <p>Significant experience of carrying out a leadership and management role preferably in higher education and/or in relevant area of professional expertise including performance management.</p> <p>Understands the relationship between provider and customer, and the expectations of the recipient of a service. Is able to identify all such relationships in which they are involved, and with an attitude of mind that places the needs of the customer first, provides a service that fully satisfies them.</p>	<p>■</p> <p>■</p> <p>■</p> <p>■</p> <p>■</p>	
<p>Experience (continued)</p> <p>Knowledge, understanding and significant experience of quality assurance and quality enhancement structures, processes and implementation</p>	<p>■</p> <p>■</p>	

Knowledge, understanding and experience of approaches to flexible delivery of courses	■	
Knowledge, understanding and experience of the issues relating to widening participation and student retention.	■	
Knowledge, understanding and experience of the new product development process and its relevance to academic and business contexts.	■	
Understands how to set up agile command structures for short term projects (e.g. working groups that deliver intended outcomes), of leading projects and of achieving outcomes within a given timescale	■	
Experience of business planning, the forecasting of student numbers and resource requirements associated with an expanding or contracting portfolio.	■	
Strong network of contacts in areas relevant to the post with evidence of successful collaborations	■	
Experience of innovation in learning and teaching in higher education and an ability to evaluate and embed new initiatives successfully	■	
Experience of working collaboratively with students with significant outcomes beneficial both to the individual learner and to the wider institutional community		
Enterprise and Support for Income Generation Understands the critical importance of income generation, in particular from student recruitment, and is alert to the opportunities for increasing income from existing or new sources, taking action as necessary.	■	
Team Working Works collaboratively and harmoniously within the team and more widely with all significant others to get the job done, to the satisfaction of all those involved.	■	
Communicating and Relating to Others Communicates clearly both orally and in writing (including formal and informal written documents). Can build and maintain effective relationships openly and honestly, using every medium appropriately and with consideration for the audience, so that the messages (both ways) are understood and able to be acted upon.	■	
Organising Work		

Organises work for optimum effectiveness, using all the resources, tools and methods available, so that the objectives of the role, team and organisation are met.	■	
Problem Solving and Decision Making Anticipates problems or issues and deals with them creatively and constructively, reaching a rational decision for dealing with the problem or issue; one that is capable of practical implementation	■	
Future Focussed and Change-Ready Understands their current position in the broader environmental context and is receptive to, and open minded about, change, enabling them to respond positively and creatively to changing circumstances and requirements.	■	
Numeracy and Statistics Understands, uses and presents numerical information clearly and accurately, according to the requirements of the task in hand.	■	
Using IT IT General Makes optimum use of appropriate digital technology and IT systems in all aspects of the role, particularly the ability to operate in a Virtual Learning Environment IT School Specific Has a strong understanding of the role and future potential of digital technology in the design industry.	■ ■	
IT Project Management Strong IT skills including, if using online project management tools, an awareness of the functional specifications of these tools in managing projects, such as Basecamp.		■
IT Hardware An awareness of audio visual input and output, including basic trouble shooting with adaptors (VGA, DVI), how to adjust and mirror laptop screen output to projectors, how to connect a range of peripheral devices such as mice, screens, Ethernet connections		■
IT System Know how to search for and connect to a range of wireless network connections, how to change audio output and video and microphone inputs for a laptop. To be aware of home folders synchronisation and to be guided to maintain good housekeeping in terms of location of folders on local and network drives. To be able to use cloud based services provided by Ravensbourne after instruction: Google mail, Google documents, shared spreadsheets		■

IT Software Know how to be able to launch applications successfully and close them again. To be able to use a range of different browsers effectively and appreciate their differences. To be able to save outputs from Microsoft Office programs in a variety of outputs supported by those programs, for the purposes of sharing.		■
<u>Core Leadership and Management Skills</u> Management and continuous improvement of operational delivery Leads and manages the operational delivery of a course or service, ensuring that standards are met and delivery continuously improved, to the satisfaction of those who pay for and/or receive the service	■	
Strategic and Business Planning and Implementation Leads and manages the identification, articulation and implementation of strategic and/or business plans		■
Team Leadership and Management Leading and managing team(s) successfully towards specific agreed outcomes in ways that engage, motivate and develop team members	■	
Project Management Leads a project throughout its life cycle, using the methodology to ensure the Project achieves its agreed purposes.	■	
Resource Management Ensures that the resources required are available at the right time and in the right place, and appropriately monitored, so that the work can be done effectively and efficiently	■	
Staff Management Ensures that all staff managed are properly, deployed and developed in their role, and are enabled to make their contribution to the achievement of short and medium term objectives and longer-term organisational success	■	
Bidding for Funds Leads the process of bidding for project funding including the development of partnerships where required.	■	
<u>Academic and Technical Knowledge and Know-How</u> Subject Knowledge and its Application Maintains, develops and applies comprehensive knowledge of the relevant subject discipline(s) and the means of keeping up to date	■	

in the application of that knowledge, for teaching and other aspects of the role		
Inter-Disciplinarity Understands inter-disciplinary and convergent processes in creative and digital activities, and demonstrates a commitment and ability to ensure this is reflected in the educational offer	■	
Applied Research and Knowledge Transfer (including Consultancy) Maintains, develops and applies comprehensive knowledge of the relevant subject discipline(s) and the means of applying that knowledge in an industrial/professional practice context	■	
Planning and Managing Student Events Ensures that the work of existing and graduating students is presented and promoted effectively to a wide range of audiences, through an innovative programme of events and activities	■	
Professional Context Develops and maintains an understanding of how developments in the professional, legal, regulatory and educational contexts impact upon own role specifically, and Ravensbourne more generally	■	
<u>Academic and Technical Educational Delivery, Systems and Processes</u> Teaching and Learning Combines subject content and learning and teaching methods in ways that fully enable learners to achieve their goals	■	
Student Recruitment, Admission and Induction Ensures that prospective students are attracted by Ravensbourne's offer and assisted in making their choice; that they are selected fairly and in accordance with equality and diversity principles; and that they are enrolled and registered promptly and efficiently, and receive an effective induction	■	
Student Engagement Involves students fully in their educational experience by encouraging them to contribute as Course Representatives or Student Union Officers; participating in course evaluation and curriculum design; and helping them understand the nature of their educational experience, by setting realistic expectations	■	
Course Administration and Quality Assurance Supports the delivery of education to students by contributing to the efficient running of the programme, in accordance with Ravensbourne's quality standards and procedure	■	

Course and Curriculum Design Designs and re-designs courses and associated curricula, bringing together digital technology and creative content in ways that ensure effective student learning and future employability	■	
Technical Equipment Ensures that all equipment in use is fit for educational purpose, and that new equipment is purchased cost effectively, installed safely, and regularly maintained	■	
Technical Tutor Support To facilitate the Technical Tutor service in supporting effective induction and Health and Safety awareness	■	
Industry and Educational Context Develops and maintains an understanding of how changes in both the relevant industries and higher and further education impact upon the role specifically and Ravensbourne more generally	■	

ROLE DESCRIPTION AND PERSON SPECIFICATION RESEARCH ACTIVE ACADEMIC AND TECHNICAL STAFF
Role Title: (Associate) Senior Lecturer – 1.0 or 0.? Programme: [Insert Subject] School: School of Design/School of Screen Pay Band: E Reports to: [Insert Line Manager]

Purpose of Role:

- To provide the teaching and learning activities of the course(s). To act as part of a course team undertaking some course responsibility that could include: membership of course / Institution committees, research, and the delivery of Mindsets & Skillsets, assessment, acting as tutor for groups of students or individuals and educational management / administration, as required by the Course Leader/Programme Leader.
- The postholder is required to undertake a proportionate amount of activities contained in the job description, commensurate with the number of days worked. The extent of these activities must be agreed with the Course Leader/Programme Leader and may be subject to change at any time during employment.

Role Responsibilities:

- To teach and assess students in the subject area on relevant courses at either or both Higher and Further education levels as appropriate
- To tutor and counsel students and refer to student support/counsellor where appropriate
- As part of the Course team, to contribute to the development of the course(s) specialism(s) across all years of the course(s)
- To assist in the recruitment of students and assist in promotional activities for the department including open days
- To maintain an overview of students' assessment and progression through all stages of the course, giving feedback tutorials to students
- To assist in the planning and writing of course documentation including timetables, project briefs and development of new material for delivery
- To contribute to the achievement of academic standards of the course(s), including the annual critical appraisal process

Research

- To take the lead on, plan, develop and conduct individual and/or collaborative research objectives, projects and proposals either as an individual or as part of a broader programme.
- To establish a national reputation and regularly disseminate and explain research findings through leading peer-reviewed national publications (on a sustained basis), conferences and other appropriate media.
- To generate income by developing and winning support for innovative research proposals and funding bids. Where appropriate undertake consultancy projects where there is a demonstrable benefit to the University and academic unit.
- Develop, with guidance and support, a plan for personal research over the next five years to the satisfaction of the Head of School.
- Carry out personal research and/or make a contribution as a team member to a collective programme of research, generating research outputs in line with the expectation set in the area.
- Determine appropriate methodologies for research, with advice and support.

- Use initiative and creativity to analyse and interpret research data and draw appropriate conclusions on the outcomes.
- Write up your own research work for publication, with appropriate support, and/or contribute as a team member to the writing up of collective projects.
- Successfully disseminate the findings from personal research, with appropriate support, by presenting findings, either at conferences or seminars as appropriate.
- Assess research findings for the need/scope for further investigations.
- Use research resources (including, where required, laboratories, workshops and specialist equipment) appropriately.
- Participate effectively in activities to achieve engagement with research, and/or impact beyond academia.

Personal and Institutional

- To demonstrate understanding of Ravensbourne's values, culture and educational ethos and promote these through everyday practice in the role.
- To deliver in the region of 18 hours teaching per week, pro-rated where a fractional appointment
- To work within Ravensbourne's Code of Conduct and other Rules
- To comply with all legislative, regulatory and policy requirements (e.g. Finance, HR) as appropriate
- To carry out the policies, procedures and practices of Health & Safety in all aspects of the role
- To demonstrate value and importance of equality and diversity in every aspect of Ravensbourne's work, and show commitment through everyday practice in the role
- To work in accordance with, and promote Ravensbourne's environmental sustainability policy and practices
- To work continuously to improve individual knowledge, skills and behaviours for the current role and for the longer-term, gaining appropriate professional

qualifications/accreditation and maintaining membership of appropriate professional bodies as appropriate

- To make full use of all information and communication technologies to meet the requirements of the role and to promote organisational effectiveness
- To perform such other duties consistent with the role as may from time to time be assigned, collaborating fully with others to get the work done and Ravensbourne's objectives achieved

Key Working Relationships (i.e. titles of roles, both internally and externally, with which this role holder interacts on a regular basis):

Executive Deans, Deputy Deans, Programme Directors, Post Graduate Studies, Director of Academic Services, Course Leaders, Head of Research, Finance, Registry & Student Services, Quality, HR, Admissions and Marketing Staff

Person Specification (Knowledge, Skills and Behaviours)

Click on this [link](#) to take you to the Skills Development Inventory that will help you to identify the skills relevant to the role.

Click on this [link](#) to take you to the Skills Sheets that will help you to identify possible development activities for the skills relevant to the role.

	Essential	Desirable
<p>Core Personal Skills</p> <p>Minimum Qualification Required:</p> <p>A Degree, appropriate professional qualification or equivalent.</p> <p>A post-graduate qualification</p> <p>A PGCE or HEA accreditation or the ability to achieve one of these</p>	<p>■</p> <p></p> <p>■</p>	<p></p> <p>■</p> <p></p>

	Essential	Desirable
Customer Focus and Service Understands the relationship between provider and customer, and the expectations of the recipient of a service. Is able to identify all such relationships in which they are involved, and with an attitude of mind that places the needs of the customer first, provides a service that fully satisfies them.	■	
Enterprise and Support for Income Generation Understands the critical importance of income generation, in particular from student recruitment, and is alert to the opportunities for increasing income from existing or new sources, taking action as necessary.	■	
Team Working Works collaboratively and harmoniously within the team and more widely with all significant others to get the job done, to the satisfaction of all those involved.	■	
Communicating and Relating to Others Communicates clearly both orally and in writing (including formal and informal written documents). Can build and maintain effective relationships openly and honestly, using every medium appropriately and with consideration for the audience, so that the messages (both ways) are understood and able to be acted upon.	■	
Organising Work Organises work for optimum effectiveness, using all the resources, tools and methods available, so that the objectives of the role, team and organisation are met.	■	
Problem Solving and Decision Making Anticipates problems or issues and deals with them creatively and constructively, reaching a rational decision for dealing with the problem or issue; one that is capable of practical implementation	■	
Future Focussed and Change-Ready Understands their current position in the broader environmental context and is receptive to, and open minded about, change, enabling them to respond positively and creatively to changing circumstances and requirements.	■	
Numeracy and Statistics Understands, uses and presents numerical information clearly and accurately, according to the requirements of the task in hand.		■
Using IT IT General Makes optimum use of appropriate digital technology and IT systems in all aspects of the role, particularly the ability to operate in a Virtual Learning Environment	■	

	Essential	Desirable
IT Project Management Strong IT skills including, if using online project management tools, an awareness of the functional specifications of these tools in managing projects, such as Basecamp.	■	
IT Hardware An awareness of audio visual input and output, including basic trouble shooting with adaptors (VGA, DVI), how to adjust and mirror laptop screen output to projectors, how to connect a range of peripheral devices such as mice, screens, Ethernet connections	■	
IT System Know how to search for and connect to a range of wireless network connections, how to change audio output and video and microphone inputs for a laptop. To be aware of home folders synchronisation and to be guided to maintain good housekeeping in terms of location of folders on local and network drives. To be able to use cloud based services provided by Ravensbourne after instruction: Gmail, Google documents, shared spreadsheets	■	
IT Software Know how to be able to launch applications successfully and close them again. To be able to use a range of different browsers effectively and appreciate their differences. To be able to save outputs from Microsoft Office programs in a variety of outputs supported by those programs, for the purposes of sharing.	■	
Academic and Technical Knowledge and Know-How Subject Knowledge and its Application Maintains, develops and applies comprehensive knowledge of the relevant subject discipline(s) and the means of keeping up to date in the application of that knowledge, for teaching and other aspects of the role	■	
Inter-Disciplinarity Understands inter-disciplinary and convergent processes in creative and digital activities, and demonstrates a commitment and ability to ensure this is reflected in the educational offer	■	
Applied Research and Knowledge Transfer (including Consultancy) Maintains, develops and applies comprehensive knowledge of the relevant subject discipline(s) and the means of applying that knowledge in an industrial/professional practice context		■
Planning and Managing Student Events Ensures that the work of existing and graduating students is presented and promoted effectively to a wide range of audiences, through an innovative programme of events and activities		■

	Essential	Desirable
Professional Context Develops and maintains an understanding of how developments in the professional, legal, regulatory and educational contexts impact upon own role specifically, and Ravensbourne more generally	■	
Academic and Technical Educational Delivery, Systems and Processes Teaching and Learning Combines subject content and learning and teaching methods in ways that fully enable learners to achieve their goals	■	
Student Recruitment, Admission and Induction Ensures that prospective students are attracted by Ravensbourne's offer and assisted in making their choice; that they are selected fairly and in accordance with equality and diversity principles; and that they are enrolled and registered promptly and efficiently, and receive an effective induction	■	
Student Engagement Involves students fully in their educational experience by encouraging them to contribute as Course Representatives or Student Union Officers; participating in course evaluation and curriculum design; and helping them understand the nature of their educational experience, by setting realistic expectations	■	
Course Administration and Quality Assurance Supports the delivery of education to students by contributing to the efficient running of the programme, in accordance with Ravensbourne's quality standards and procedure	■	
Course and Curriculum Design Designs and re-designs courses and associated curricula, bringing together digital technology and creative content in ways that ensure effective student learning and future employability		■
Technical Equipment Ensures that all equipment in use is fit for educational purpose, and that new equipment is purchased cost effectively, installed safely, and regularly maintained		■
Specific Technical Expertise Please list in separate rows to ensure formatting is consistent.		
1.	■	
2.	■	
3.	■	
4.	■	
To support the Technical Tutor service in supporting effective induction and Health and Safety awareness	■	

	Essential	Desirable
Industry and Educational Context Develops and maintains an understanding of how developments in both the relevant industries and higher and further education impact upon the role specifically and Ravensbourne more generally	■	

ROLE DESCRIPTION AND PERSON SPECIFICATION ACADEMIC AND TECHNICAL STAFF	
Role Title:	Research Director
Area:	School of Design
Pay Band:	
Reports to:	Executive Dean of Design
Purpose of Role: <p>Lead the development and implementation of Ravensbourne’s Research Strategy, ensuring that the research infrastructure integrates with and supports the institution’s academic plan.</p> <p>Facilitate and promote cutting edge applied research through the development of a community of researchers</p> <p>Develop networks between Ravensbourne’s research community and relevant partners, both within and outside academia – for research and knowledge transfer</p> <p>Provide leadership in applying for and securing funding for research activity at Ravensbourne</p> <p>Lead the development of sound research management and governance practices at Ravensbourne.</p>	
Role Responsibilities: <p><i>Strategy development and implementation</i></p> <ul style="list-style-type: none"> • Lead development of Research Strategy and be responsible for implementation, planning and delivery • Contribute to the development of meaningful set of measurements to form the basis of institutional KPIs of research achievement • Develop the associated financial and operational plans in partnership with the Director and Deans, and allocate research resources accordingly, with clear objectives, targets and associated performance indicators • Lead Ravensbourne’s submission to the 2021 Research Excellence Framework <p><i>Research leadership</i></p> <ul style="list-style-type: none"> • Undertake own research • Contribute to the advancement of the curricula 	

- Contribute to the development of aspects of Ravensbourne's Learning and Teaching Strategy that pertain to research

Facilitate and promote cutting edge research

- Lead the development of a PhD programme at Ravensbourne and oversee the training and development of research students and supervisors
- Ensure that staff and student research training and development needs are reviewed annually to inform development plans at an institutional level
- Provide academic leadership to Ravensbourne and provide a coherent vision for research, practice, and post-graduate training at the institution
- Develop new research initiatives that make best use of Ravensbourne's core capabilities
- Develop strong links with academic staff at Ravensbourne, acting as a role model and point of contact for staff aspiring to research activity
- Inform the teaching programme, leading workshops and seminars
- Promote Ravensbourne's research through participation in national bodies and attendance at relevant events and conferences

Network development

- Identify potential partners in the community, industry and academia, both nationally and internationally
- Connect with potential partners to develop and identify research initiatives of mutual benefit
- Transfer knowledge to society through outreach and technology transfer
- Develop Ravensbourne's international research profile, working closely with the Director of External Relations to ensure that the emerging Research Strategy supports the aims and objectives of the Global Engagement Strategy

Research funding

- Take a leadership role in identifying opportunities for research income, and making research funding applications
- Support other staff in making bids for research funding – both through mentoring and securing relevant partnerships/funding opportunities

Research management and governance

- Chair the Research Committee and any sub-committees and working groups, discharging responsibility for the effective governance of research
- Ensure that staff engaged in research at Ravensbourne comply with relevant policies and best practice with regard to research ethics
- Represent the interests of the research community at a senior level both inside and outside Ravensbourne
- Oversee proper discharge of management and administrative duties in respect of research at Ravensbourne
- Ensure that research projects and externally funded initiatives are effectively and efficiently managed and properly monitored
- Line manage the Research Fellow/Research Manager
- Line manage the Learning Technology Research team

General

9. To undertake other duties which are consistent with the level of responsibility entailed in the role including representing the Institution externally, ensuring the research function receives appropriate coverage by the Institution's Marketing Department
10. To demonstrate understanding of Ravensbourne's values, culture and educational ethos and promote these through everyday practice in the role.
11. To work within Ravensbourne's Code of Conduct and other Rules
12. To comply with all legislative, regulatory and policy requirements (e.g. Finance, HR) as appropriate
13. To carry out the policies, procedures and practices of Health & Safety in all aspects of the role, and to ensure that guests to the Institution are given appropriate health and safety information on arrival
14. To demonstrate value and importance of equality and diversity in every aspect of Ravensbourne's work, and show commitment through everyday practice in the role
15. To work in accordance with, and promote Ravensbourne's environmental sustainability policy and practices
16. To work continuously to improve individual knowledge, skills and behaviours for the current role and for the longer-term, gaining appropriate professional qualifications/accreditation and maintaining membership of appropriate professional bodies as appropriate
17. To make full use of all information and communication technologies to meet the requirements of the role and to promote organisational effectiveness
18. To perform such other duties consistent with the role as may from time to time be assigned, collaborating fully with others to get the work done and Ravensbourne's objectives achieved