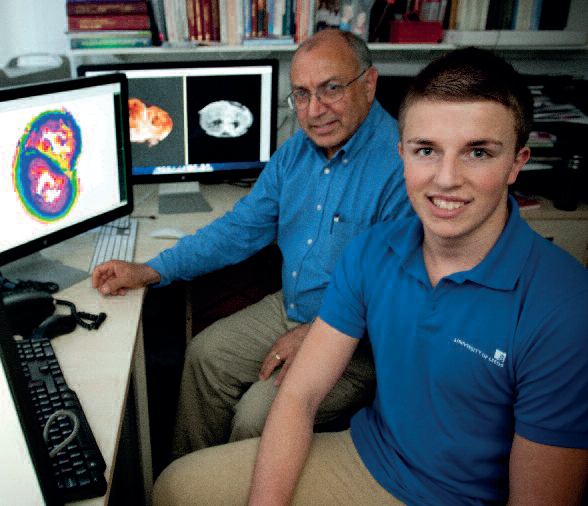
**Leadership*for*Life: research**



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**Undergraduate Research and Leadership Scholarships**

**Student Guidelines January 2016** *v5*

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# Overview of the UGRL Scholarship scheme

Undergraduate Research and Leadership Scholarships are generously funded by our alumni to enable you to develop your research and leadership capability by participating in established academic research projects as preparation for future research and leadership roles in further study or employment.

Scholars join established research projects to undertake tasks designed to develop their research and leadership skills over two summers at the end of their first and second year. The nature of the research project and the role of the scholar is set out in a ‘learning contract’ (see Annex 3a, on page 18).

The aims of the 3 year Scholarships are supported by a combination of events and funding:

**Events**

A residential induction event introduces new scholars to the scheme and to the principles of research and leadership skills. This is followed by a more in-depth leadership training event on campus and a residential team building and leadership training ‘outward-bound’ event.

*(A full list of events and timeline for the Scholarships is provided on page 25 and 26)*

**Funding**

* £4,000 is provided to cover living costs for two periods of 6 weeks during the summer of your first and second year at the University, to participate in a high profile research project designed to develop their research and leadership capability
* Up to £1,500 is available to cover any additional costs associated with the specific nature of the research project, *eg* travel, equipment, materials.
* Additional funding is available for scholars to work on a range of ambassadorial activities in their faculty or school

**Partnership**

The UGRL Scholarship scheme exemplifies the University’s Partnership (<http://students.leeds.ac.uk/#The-Partnership> ) approach through staff and students sharing responsibility for your success.

Staff will provide both administrative and academic support for your scholarship, in particular through a clear description of your project work described in the Learning Contract (see Annex 3a on page 18). They will also support you through a range of training and other events organised to build and support the network of Scholars and to provide useful training in research and leadership skills.

As a Scholar, your responsibilities include attending training events, undertaking the project work described in the Learning Contract and writing reports for the University and for the Scholarship donors.   
*(Full details of the responsibilities of Scholars are provided on page 7)*

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**Faculty Support for the scheme**

The Faculty is responsible for supporting Scholars throughout the three years of their Scholarship. The academic lead is the Pro-Dean for Student Education, supported by the Faculty Scholarship Administrator who will be the first point of contact for all scholars in their faculty.   
(Faculty Scholarship Administrators are listed in Annex 3 on page 15)

**Central Support for the scheme**

The scheme is overseen by a Steering Group chaired by Norma Martin Clement, Pro-Dean for Student Education in the Faculty of Education, Social Science and Law. Membership and Terms of Reference are provided in Annex 4 on page 24.

The Alumni Office secures funding for the scheme and coordinates the relationship between scholars and donors as part of the wider University scholarships programme. They also provide a range of training, support and promotional events through the *Scholar Network* (See Annex 2c on page 10)

The Learning Enhancement team (contact Rebecca Shaw, [r.l.shaw@leeds.ac.uk](mailto:r.l.shaw@leeds.ac.uk)) provide central coordination of the scheme for the University.

**** *David Gardner  
Head of Learning Enhancement   
January 2016*

# Funding details

Leeds alumni provide funding for your UGRL scholarship to support your personal and professional development. It is a generous investment in your future.

Scholarships cover your living costs for two periods of research work (including any direct costs associated with your research and leadership project), teambuilding and leadership training activities and payment for ambassadorial work. Your commitment to each of these activities will contribute to your success as a student and help you to succeed on whatever path you take beyond graduation.

Funding is allocated, as set out below, to cover activity in each of three academic years:

**Please note the amount of funding is under review and will be subject to change**

1. **For payment to the Scholar each year, as appropriate.   
   NB** all payments to scholars are made on specific forms which ensure they do not pay tax and NI.
2. **Scholars’ Living Costs and essential expenses**
3. £4,000 paid directly to the Scholar as payment for the work you do on your research project. This covers accommodation and living costs for two 6-week periods in the summers following your first and second year when you will be working on your research project. This ensures Scholars do not need to take on other paid work at this time.
   * Payment for these living costs are made by the Faculty in two lump-sum instalments, one in June in the first year and one in June in the second year before each period of work on the research project.
4. £800 as fixed payments to recognise your commitment of time and to cover associated personal costs (*eg* travel, materials) for required elements of the Scholarship:
   * £200 for attendance at the Induction event.
   * £200 for attendance at the Teambuilding event.
   * £200 for attendance at the Leadership training event.
   * £100 at the end of each research period, on acceptance, by the Faculty Administrator, of a) an annual donor’s letter and annual project report (by 20th September in scholarship years 1 and 2) , and b) a final report (by 1st June in the final scholarship year). Guidelines for the donor’s letter are in Annex 2d on page 11 and a pro-forma for the report is provided in Annex 2e on page 14.
5. **Research Project funding**
6. A maximum of £1,500 (£1,500 FBS, MPS, ENG, ENV, PVAC; and £1,000 Arts, ESSL, LUBS) is set aside to cover any essential costs directly associated with project work the Scholar will undertake to develop their research and leadership skills.
7. This is not a grant. It is available only to be used where necessary to ensure the Scholar has the resources they need to undertake their research project. It might, for example, cover additional equipment/materials needed by the Scholar, or travel and accommodation costs to attend a conference to inform the project work or to present its outcomes.
8. Any equipment purchased remains the property of the Faculty and is retained for the benefit of future scholars.
9. **Ambassadorial duties**
10. A maximum of £1,200 is allocated to each Scholarship to pay you for work which contributes to school/faculty/centrally organised events and activities linked to the UGRLS scheme and/or student education/research related activities. This might include supporting your School or Faculty at Open Days, presentations about your Scholarship to staff and/or students, presentations to current or potential donors etc.
11. These funds are available during the second and third year of the Scholarship, for up to a total of 156 hours work on the basis of signed timesheets (example attached as Annex 1 on page 6) submitted by the Scholar to the Faculty Scholarship Administrator.

## Annex 1: Timesheet for Ambassadorial work

***School Authorisation***

*Signed: \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ Date: \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_*

*Name: \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_*

*Job title: \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ School: \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Day*** | **Mon** | **Tues** | **Weds** | **Thurs** | **Fri** | **Sat** | **Sun** | ***Total*** |
| ***Hours*** |  |  |  |  |  |  |  |  |

***Hours Worked***

***Week Ending (date/month): /***

*Name (please print): \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_*

*Student ID No: \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_*

I confirm that the time being claimed for is for Ambassadorial duties undertaken as part of my Undergraduate Research and Leadership Scholarship.

*Signature: \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_*

Timesheets must be submitted to your Scholarship Administrator by 9.00am each Monday to ensure payment is made the following Friday.

# Responsibilities of the Scholar

**Each Scholar is expected to:**

1. Attend the residential induction event
2. Attend the Team Building and Leadership Training events
3. Undertake the work necessary to complete the Scholarship Project as set out in their UGRL Scholarship Learning Contract (normally 6 weeks in the summer vacation at the end of the 1st and 2nd year)
4. Work on campus in appropriate workspace provided by the school, *eg* office, lab etc.
5. Respond to communication from project leaders and scheme coordinators in timely fashion, over the summer and during term time.
6. Attend Research Project meetings with the project supervisor at the start, middle and end of each of the two research periods.
7. Report on progress weekly during the summer Research Project.
8. Provide a Project Report at the end of each period of research work by the 20th September; the structure of the report is to be agreed with the project supervisor, but will include reflections on progress towards meeting the project outcomes and the development of leadership skills. A report pro-forma is attached as Annex 2e, page 14. This report to be signed-off by the project supervisor, and emailed to the Scholarship Administrator.
9. Provide a thank you letter to their alumni donors. This letter should be emailed, no later than 20th September, to your Scholarship Administrator, who will then forward to the Alumni Office for presentation to the Scholarship donor. Guidelines and example letters are provided in Annex 2d, page 11.
10. Attend the Alumni Donors reception in December of each year of the Scholarship.
11. Participate in ambassadorial work as requested:
    1. by the School in support of their recruitment, student education and research activities. This will be organised so as not to clash with the Scholars academic workload.
    2. by the Alumni Office in support of the ongoing relationship with potential donors, and in particular the Scheme Donor.

This work will be will be organised so as not to clash with the Scholars academic workload and will be up to a maximum total of 156 hours across years 2 and 3 of the Scholarship.

1. Contribute appropriate copy/materials for publicity proposes and to help promote the Scholarship scheme.

## Annex 2a: The Scholar Network and being a Scholarship Ambassador

Undergraduate Research and Leadership Scholarships are funded by donations from former student or other donors to the University. It is important we report back to these donors about the difference their gifts have made and scholars are in a unique position to help do this by attending events, meeting donors and influential alumni to tell them about the benefits of their personal scholarship experience.

The Alumni and Development Team provide valuable training to help scholars do this effectively, which also gives scholars new skills to take with them beyond their time at University and use in their career. Attending the training and using the skills in meetings and events with donors make scholars ‘Scholarship Ambassadors’ helping the University to secure more support for future Scholarships.

**Typical training offered to Scholars in the Scholar Network**

* **Events training:** Covering networking skills, etiquette when meeting your donor, talks from experienced scholars and other topics invaluable for your Scholarship Ambassador role and your CV.
* **Recruitment skills:** CV, interview, assessment centres, how to make the most of your Scholar Network experience.
* **Writing workshop:** An insight into writing donor letters and much more.

**Typical events open to Scholars in the Scholar Network:**

* **Scholar Network Welcome Drinks** (October): Meet other scholars and find out more about different scholarship types.
* **Scholarships Reception** (December):All scholars are invited to the widely anticipated annual scholarships drinks and canapés reception.
* **House of Lords reception** (June):Open to scholars by application only.
* **Campaign Weekend:** Open to scholars by application only. An opportunity for high level donor engagement and further intensive training, *eg* on presentations.

Scholars may also be asked to meet the donor who funded their scholarship one to one or as part of a small group. These meetings include a member of the Alumni and Development Team. They are an opportunity to make a good impression on the donor but may also result in offers of mentoring, work placements or career advice for the Scholar.

**To get involved** in the Scholar Network, scholars shouldfind the Scholar Network on theVLE. It is here that information is posted about upcoming events and calls are made for volunteers – often at quite short notice. If a scholar needs to be added to the group, they should email: [**stewardship@leeds.ac.uk**](mailto:stewardship@leeds.ac.uk)

Scholars will find information at www.facebook.com/groups/uolscholarnetwork, but should note they’ll need access to the VLE to sign up for events posted there.

**Further information** is available from the Stewardship Team, contact [stewardship@leeds.ac.uk](mailto:stewardship@leeds.ac.uk) or 0113 343 3945

## Annex 2b: Application Form for UG Research and Leadership Scholarship

The UGRL Scholarships provide a unique opportunity to develop your subject knowledge, research and leadership skills through participation in an established research project and leadership training. Details of the scheme, including the Scholarship funding and responsibilities of the Scholar are attached.

If you would like to apply for a Scholarship please complete this form and return it to your UGRL Scholarship Administrator by ?????? ***(check details with Faculty)***

|  |  |
| --- | --- |
| Name: |  |
| School: |  |
| Programme of study: |  |
| Email address: |  |
| Project I am applying to join: |  |

**Please answer the following questions in no more than 500 words per question.**

1. *What particularly interests you about this research project?*
2. *How will this scholarship enhance your knowledge and skills?*
3. *How will this scholarship contribute to your career plans?*
4. *What makes you especially suited to this project?*
5. **(OPTIONAL QUESTION: use of this question to be decided by the Faculty - please delete if not required)** *Please describe a project which you would like to undertake as part of your participation in the research project you are applying for*.

**Personal tutor’s statement**

Your application must be supported by a statement from your personal tutor. Please email your application and the project learning contract you are interested in to your personal tutor and arrange to meet them to discuss your project activity. Your personal Tutor will need to complete this section of the form and then send it back to you.

**FOR THE ATTENTION OF THE PERSONAL TUTOR:**

Please consider the following points in a supporting statement:

1. The likely benefit of the project to the student
2. The ways in which the student’s skills will be developed
3. The ability of the student to complete the project
4. Whether carrying out the project will damage the student’s academic progress

**If you have any queries, please email your Faculty UGRL Scholarship Administrator (**[**???@leeds.ac.uk**](mailto:???@leeds.ac.uk)**) *(Faculty to complete)***

## UoL Leadership and Management Standard.jpgAnnex 2c: Leadership and Management Standard

## Annex 2d: Scholarship Donor Report guidance and examples

On an annual basis at the end of each summer of research, the scholar is asked to produce a minimum of side of A4, written in letter format addressed to the donor (*examples below*). This should be supplied as a Word document. Interesting photographs directly related to the scholarship are welcomed and should be inserted into the body of the word document, not supplied separately.

**Suggested topics include:**

* Thanking the donor for their support.
* Details of the research they have been involved in while on their summer internship.
* The importance of the research activity they have been involved in.
* The impact the scholarship has made to their studies so far.
* How their course is progressing.
* What they gained from the leadership training.
* What they have ‘given back’ or any detail of voluntary activities they’ve been involved in.
* Outline of any future career or educational plans (on final year report only).

Scientific reports with a covering note cannot be accepted. Scholars need to summarise their research in a way which is accessible to the donor.

Letters should be submitted to the Alumni Office no later than 1st October (scholar deadline is 20th September) after each summer of research. In addition, there should be a final report at the end of the scholar’s degree, by 1st June. Please be aware letters will be edited and put into a report template by the Alumni team before they are passed to donors.

**Example letters:**

Dear Donor,

I would like to say a massive thank you to you for giving me the opportunity to undertake two summer internships at the University. Both summers have been extremely beneficial to me; not only have they furthered my knowledge of high speed vehicle aerodynamics but have put me one step closer to achieving my dream career in the F1 industry.

This summer has seen me build on the research I conducted for my dissertation, by further improving the aerodynamic performance of ‘Stay Gold’, a jet powered land speed record vehicle, through the addition of a fairing placed behind the front wheels. Through undertaking this summer research, I was able to learn how to perform a basic design for optimisation study. This will prove extremely beneficial to me; aiding in my career goals and helping me with one of my modules in the coming year.

As I enter my final year of university, I am starting to apply for graduate jobs for September 2015. I have focused my applications on Formula 1 teams and iconic commercial vehicle companies. I have to admit, the prospect of knowing that in nine months’ time I will have completed full time education, is rather daunting. However, I intend to make my last year at University one to remember! As of September, I will be a member of the Data Acquisition Team within ‘Leeds Formula Student’. This will see me redesigning the engine control unit system and adapting the gearing system of the car. I am really excited about being part of Formula Student this year; receiving the scholarship gave me the confidence to apply for the position.

I am still part of Leeds University Sailing Club, however this year I am focussing more on training for triathlons. I have completed one Olympic distance triathlon so far but have set myself the target of completing a half ironman triathlon in 2016 and a full ironman in 2017. A full ironman comprises of 2.4 mile swim followed by a 112 mile bike, finishing with a 26.1 mile run. My aim is to complete the ironman in less than 14 hours.

I have grown and developed so much as a person since coming to university. I am more confident, outgoing and, now, always believe that no challenge is too big to be completed. I honestly would not be where I am today without the help you have given me through the scholarship scheme.

I hope you are well and thank you again for all the opportunities you have enabled me to take advantage of over the past two years.

Yours sincerely,

Dear Donor,

I am writing to you to express my sincere gratitude for the opportunity you have given me this summer. Without the kindness of your donation, my 'Undergraduate Research and Leadership Scholarship' would not have been possible, and I would never have had the inspiring, challenging and invaluable experience I was so fortunate to have.

My research is based under 'Legacies of War', a programme run by the University of Leeds in partnership with organisations in and around the city to celebrate the centenary of the First World War. My individual project, 'The Linguistic Legacy of the First World War', is centred on the impact of war upon language use, and how language choices and constructions are so revealing of individual experience. As a student of English and French, I am particularly interested in the contact between British and French troops and civilians, as well as examining sources in both languages to highlight any differences in the ways experiences were recorded, and what this would reveal about wider cultural issues during the First World War.

One of my main concerns throughout my project is to investigate the experience of the 'everyday soldier', and how this has been commemorated in contrast to that of popular war literature. I feel that there is considerable bias surrounding the ideas that many associate with the First World War, and want my contribution to research and centenary events to shed light on the broader realities of life at the front. I therefore decided to focus solely on the diary entries and letters from those at the front line.

My aim for this summer was to build the necessary foundations needed to carry out my research over the next two years. This involved secondary reading to give me the academic background I required, sampling a large variety of primary sources to familiarise myself with the nature of such sources, and learning (and practising!) the practical skills required to carry out successful research.

In addition to familiarising myself with the general history of the First World War, and broader issues in linguistics, I spent the majority of my time taking a cross section of sources from the Liddle Collection at Leeds University and the Imperial War Museum in London. These sources ranged in rank, age, role, gender, and nationality, and enabled me to draw comparisons between the language habits of different groups of people at the front. From sampling sources in this way, I found very interesting things such as: a tendency for both French and female sources to be much more literary than those of English males; continuous references to the senses; clear differences between the honesty and emotion depicted in diaries and letters describing identical events; relationships being evident through the naming strategies used; and frequent uses of 'Franglais', but to name a few.

As my work progressed, I started to become interested in the more specific topic of 'identity' and how this was constructed through language. I realised that during the First World War, many 'conventional' identities were challenged, and the complexity of being in such a position was reflected in an individual's language use. For example, I noticed that the position of V.A.D.s and nurses at the front was particularly ambiguous, and their language use was very interesting as a result of this. It was common for them to use phrases which seemed to belittle their work, such as "buzzing" and "bustling" around their "little jobs", whilst at the same time using language which suggested a shared knowledge with the men by referring to the "Boche prisoners", "Zeps" and "our old Belge".

The theme of 'identity' was particularly inspiring to me, and is what I plan to now focus on as my main line of research. With regards to this, I have found particular potential in looking at 'Naming Strategies' as a sub-topic, as these are concise, very revealing insights into the perceived identities of others, relationships, and thus the identity of oneself. It is this which my research over the next two years will focus on, in even greater detail and with more definitive results.

As well as the aspiration of producing an academic document as a result of my research, I am also hoping to produce a range of classroom materials. After witnessing the work of others in the Legacies of War project, I have recognised the importance in working collaboratively with the public to share and celebrate academic knowledge. I believe that this is such a valuable aspect of research, and is passionate about sharing this with young people in the community.

My experience this year has been a significant learning curve, not only academically, but also personally. The benefits this has had for my studies at university are immense. I have gained an incredible degree of independence, learning how to not only look for sources, but how to persist with the research process. I have learnt how to find, analyse and refine secondary sources, and how to exercise patience, dedication and attention to detail when dealing with primary sources. More importantly, however, I have gained confidence in my own judgement, and found an academic voice - which I didn't even believe I had. By experiencing the research process first hand, I have been in the privileged position to break down the daunting preconceptions surrounding academia, and realise the rewarding and exciting reality of research. Without my scholarship, I would never have gained such a confidence, and would not be having the future aspirations I have now.

I really cannot translate to you in the small space I have in this letter just how much this experience has impacted me. The skills I have gained are invaluable, the emotional investment I have placed in my topic, and the benefits this will have for my future really are difficult to put into words.

All I can do is express my sincere thanks for the change you have made not only to my university experience, but to my life.

I look forward to updating you on my progress next year, and wait with eager anticipation to continue with this research.

Yours thankfully, and best wishes.

## Annex 2e: Draft Pro-forma for UGRL Scholarship Report

A report is required after each period of research (by 20th September) and at the end of the scholars degree programme (by 1st June).

|  |  |
| --- | --- |
| Name: |  |
| School: |  |
| Programme of study: |  |
| Email address: |  |
| Title of Scholarship Project: |  |

**Please answer the following questions in no more than 500 words per question.**

1. *What have been the highlights of the project work you have done?*
2. *How has this scholarship enhanced your knowledge and skills?*
3. *How has this scholarship contributed to your career plans?*

**If you have any queries, please email your UGRL Scholarship Administrator (**[**???@leeds.ac.uk**](mailto:???@leeds.ac.uk)**) *(Faculty to complete)***

# Annex 3: Faculty roles and responsibilities

**Academic lead** (the Pro-Dean for Student Education)

Responsible, with the Scholarship Administrator and Pro-Dean for Research, for selecting research projects to be advertised to potential Scholars, ensuring appropriate supervision is in place and undertaken, matching projects to applications from students.

**Project Supervisors (the academic lead for the Scholarship project)**

Responsible for designing the scholarship project to be undertaken by the scholar as part of the overall research project (a pro-forma for the UGRL Scholarship Learning Contract is provided at Annex 3a, page 18).

The scholarship project should develop the research skills of the scholar and enable the scholar to develop and practice aspects of leadership. The Project Supervisor is responsible for the support and supervision of the Scholar in order to ensure the aims of the scholarship project are realised. These responsibilities include:

* the specification of a detailed project brief building on the outline set out in the Learning Contract (Annex 3a, page 18) at the outset of the project. This will provide more guidance than the original advert and this form and include initial weekly targets, resources, milestones, and any particular expense/travel arrangements other than coming on the base expectation of coming to campus daily.
* Ensure the scholar has a daily contact point, normally in the School where the project is based. This might be a research postgraduate student, an academic colleague, a member of support staff, or equivalent if the project work is not campus based.
* Identify a UGRL mentor for example a PGR student, this may be the same as the daily contact.
* Provide appropriate levels of supervision. This should include a formal face to face meeting at the start, middle and of each period of research work, and weekly contact by tel/email/Skype to check progress and wellbeing.
* Set the Scholar clear tasks over the summer research period with deadlines/timelines, as part of the Learning Contract.
* Ensure provision of appropriate campus-based working space and facilities for the duration of the research project and agree, in writing, any specific travel or resource arrangements with the Scholar.
* Signing-off the annual reports from the Scholar.

**UGRLS Mentor**

The Project Supervisor may choose to devolve responsibility for day-to-day support and supervision to a member of their research group to operate as a UGRLS mentor.

**Scholarship Administrator** (normally in the Student Support function of the SES)  
 – the current list of those responsible is attached as Annex 3c on page 22.

Responsible for administering the scheme on behalf of the faculty. The role includes:

***Support for scholarships and scholars***

1. Promoting scholarships to those who meet the criteria.
2. Co-ordinating the signing of Gift Agreements / Stewardship and Dispersal forms for the Alumni Office.
3. Keeping records of scholars and copies of their project reports.
4. Taking all reasonable steps to ensure scholars attend the Residential Induction and Leadership Training.
5. Ensure scholars are aware of their ambassadorial responsibilities, including reporting, attending events and meeting donors. Encouraging scholars to participate in these events.
6. Ensure, supported by the Academic lead, that appropriate support and supervision is in place for scholars throughout their project.
7. Obtaining scholar reports for donors and other scholar case studies as required.
8. Publicising the opportunity to Scholars of applying for the RSA Edward Boyle Scholarship (see Annex 5 on page 25).

***Organising the selection and matching process***(working with the Faculty Academic lead)

1. Inviting project proposals from staff in the form of a UGRL Learning Contract
2. Working with academic and SES colleagues to identify potential scholars
3. Inviting applications for scholarships   
   (an application form is provided as Annex 2b on page 9)
4. Arranging the UGRL Scholarship Panel, comprising the Pro-Deans for Student Education (Chair) and Pro-Dean for Research, to select projects and to award, by interview, scholarships by matching project proposals to scholarship applications, ensuring that:
   1. Project proposals will provide scholars with the opportunity to:
      * make a genuine contribution to an active research project
      * develop their research skills
      * develop their leadership skills
   2. Appropriate support and supervision arrangements are in place to:
      * enable the scholar to make the expected contribution
      * ensure a high quality experience for the scholar in terms of their academic and personal development.
5. Ensure that the UGRL Learning Contract (Annex 3a on page 18) is agreed between project supervisor and scholar and signed-off before the scholar begins working on the project.

***Scholarship Finance***

1. Administering the financial arrangements for the scholarships

## Annex 3a: UGRL Scholarship Learning Contract

*This document provides the framework for the project to be undertaken by the UGRL Scholar. It provides an outline of the larger research project to which the Scholar will contribute and the detail of that contribution, including timing, duties, outcomes and supervision arrangements.*

*It will be considered by the Faculty/School Scholarship Committee and if a Scholarship is awarded for the project should be signed by the Faculty Academic Lead, the project supervisor and the scholar.*

1. **Title of Overarching Research Project:**
2. **Research Project Leader:**
3. **Scholarship Project Supervisor:**
4. **Working title of Scholarship Project:**
5. **Period of Scholarship Project Work** *(see note i)***:**
6. **Summary of the research to which the Scholar will contribute (200 words):**
7. **Summary of the work to be undertaken by the Scholar (200 words) :** (to be used to advertise the Scholarship)
8. **Detail of the work to be undertaken by the Scholar (500 words)** *(see note ii)***:**
9. **Detail of the Leadership development to be undertaken as part of the project** *(see note iii)*
10. **Outputs expected of the Scholar (200 words) including the final report** *(see note iv)*
11. **Details of supervision arrangements** *(see note v)*
12. **Resources required for the Scholar to undertake the project** *(see note vi)****:***

(to be completed if a Scholarship is awarded)

***Project Leaders – please tick to confirm the following:***Consideration of Health and Safety context and appropriate risk assessment and risk management exercises have been completed 🞎  
Relevant ethical clearance has been sought 🞎  
Scholar and project leader are aware that any additional expenses or equipment costs are the 🞎  
responsibility of project leader to plan for and approve (if approved, students must provide receipts)

Signature of Scholar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Signature of Project Leader \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

*Notes*

1. Scholars are expected to work the equivalent of six weeks full-time over the summer following their first and second year, they need not be continuous weeks but the dates are to be agreed between project supervisor and student. Any changes to the dates in the Learning Contract to be updated and signed by the supervisor and the scholar.
2. The work is normally assumed to be campus-based unless otherwise agreed, and where this is the case allocated office space and equipment (eg in spaces allocated to PG students) is expected to be available during office hours for the period of the project

The majority of the work must not take place in term time, but exceptionally an early start when exams and assessments are complete may be appropriate, but please note the dates of the induction programme that all scholars are expected to attend. If there is an event or output falling during term time it would be useful for the scholar to contribute to, please ensure time demands are light and does not conflict with programme study.

1. **Leadership development:** The project work undertaken by the Scholar is required to develop both research and leadership skills. All Scholars receive leadership training before they start their project and expect to be able to practice and develop those skills as part of their Scholarship Project. Projects should therefore include a specific strand of work which enables the Scholar to practice and develop leadership skills in some aspect of the project, *eg* data collection, analysis and presentation; dissemination event organisation; experimental design; project management; client feedback; market research design and evaluation. The University’s Leadership and Management Standard informs the leadership development to be provided by the Scholarship scheme and details are provided in Annex 2c on page 10.
2. **Outcomes:** Describe the intended project outcomes, these may be broken down for summer year 1 and summer year 2, or one long-term goal over the two years. Outcomes must be realistic and clear, and depending on the nature of the project outcomes might include reports, events, media, artefacts, experiments etc). A clear statement of timeframes for work to be completed and reported on is essential so that the responsibility of the Scholar is clear.

**Reports:** Please indicate the reporting expectations. It is expected that this should include at least a first report at the end of summer 1 covering both the project work and the development of the appropriate leadership skills and a final report at the end of the second period of research which should be a reflective and summative report of the whole project covering both the project work and the development of the appropriate leadership skills. Both reports (each of between 1000 and 2500 words depending on the nature of the project) should be scheduled to be completed within the periods of project work and not left for completion during term time.

1. The minimum requirement for UGRL Scholarship supervision is a formal meeting between scholar and project supervisor at the start, middle and end of each period of project work. The Scholar will provide a record of each of these meetings, to include a review of progress and a action points, to be confirmed in writing by the project supervisor
2. Funding is available to cover any essential costs directly associated with project work the Scholar will be undertaking. This is not a grant, it is available where necessary to ensure the Scholar has the resources they need to undertake their project. It might, for example, cover additional equipment needed by the Scholar, travel and accommodation costs to attend a conference to inform the project work or to present its outcomes. Any equipment purchased remains the property of the School and must be retained for the benefit of future scholars. Any funds not used in this way are returned to the Alumni Office at the end of the Scholarship.

## Annex 3b: Examples of Scholarship Leadership roles

Within the three areas of the Leadership and Management Standard (self-awareness, working with others and building future success) there is a wide range of opportunities for students to demonstrate their leadership and management skills. Specifically to:

* Ensure that any group of individuals working on a project act as a team to harness the variety of personalities, knowledge and skills in a way that impacts positively on projects outcomes.
* Contribute actively to project team or progress review meetings, best achieved through having a specific regular role, eg collating and presenting data, reporting back on their aspect of the project, reporting on related national/international developments or any other areas that may impact on the project specification
* Use Belbin team role or personality profiles as appropriate to ensure that project team members understand the different contributions that individual’s make to a project team
* Establish an overarching vision for the project with clear plans and objectives agreed and communicated to achieve that vision. Monitoring performance against both the plan and the agreed objectives to keep the project on track in relation to time, costs and quality. This would involve operating at both a strategic and operation level.
* Through discussion with project team members, compile regular progress reports for the main project against its key milestones, invite feedback and circulate revised report to team members and project supervisor/sponsor
* By Identifying and prioritising risks to the project and monitoring these during the project life cycle
* By using Gantt charts, Gap analysis or other project management tools and techniques as appropriate to monitor performance against plan
* Build positive working relationships with all project stakeholders ensuring effective and appropriate communication takes place to manage expectations
* Organise and run scheduled project team meetings to review and record progress against the project plan
* Organise and maintain social media, website or other appropriate networking/publicity channels for the project
* Use appropriate influencing and conflict management techniques to maintain effective relationships with relevant stakeholders
* Seek feedback from all those involved in the project on the strengths and areas for future development against the leadership and management standard that the student exhibited during the project that would help any future development personal development plan
* Regularly review progress on their own aspect of the project with their supervisor and relevant project team staff to identify and reflect on personal strengths and areas for development.
* Address any areas for personal development.
* Students working on a project would be expected to manage their time, formulate short, medium and longer term milestones, influence and motivate others, communicate effectively, identify indicators of success and prioritise key activities that are deemed essential in achieving those indicators of success.
* From the outline in the learning contract formulate short, medium and longer term milestones for their contribution to the overall project identifying key indicators of success and priorities for activities that are essential in achieving those indicators of success.
* From the outline identify key strengths and areas for improvement against the Leadership and Management standard by using a self-analysis tool. Formulate a PDP to ensure that the project utilises and builds on strengths and helps develop in the areas for improvement

## Annex 3c: UGRL Scholarship Administrators

|  |  |  |  |
| --- | --- | --- | --- |
| **Faculty** | **Contact** | **Email** | **telephone** |
| ARTS | Tess Hornsby-Smith | [t.r.hornsby-smith@leeds.ac.uk](mailto:t.r.hornsby-smith@leeds.ac.uk) | 38074 |
| FBS | Rhiannon Prosser | [r.prosser@leeds.ac.uk](mailto:r.prosser@leeds.ac.uk) | 37486 |
| Environment | Katie Livesey | [k.livesey@leeds.ac.uk](mailto:k.livesey@leeds.ac.uk) | 35838 |
| Engineering | Jennifer Coupe | [j.a.coupe@leeds.ac.uk](mailto:j.a.coupe@leeds.ac.uk) | 33628 |
| ESSL | Martin Pelan | [m.pelan@leeds.ac.uk](mailto:m.pelan@leeds.ac.uk) | 34570 |
| LUBS | Joanne Dickinson | [j.h.dickinson@leeds.ac.uk](mailto:j.h.dickinson@leeds.ac.uk) | 34511 |
| MaPS | Helen Billington | [H.L.Billington@leeds.ac.uk](mailto:H.L.Billington@leeds.ac.uk) | 33039 |
| Medicine and Health | Colin Avison (UGRLS)  Karen Lee (EXSEL scheme) | [c.avison@leeds.ac.uk](mailto:c.avison@leeds.ac.uk)  [k.e.lee@leeds.ac.uk](mailto:k.e.lee@leeds.ac.uk) | 34301  0113 2065283 |
| PVAC | Damian McDonald | [d.mcdonald@leeds.ac.uk](mailto:d.mcdonald@leeds.ac.uk) | 32194 |

|  |  |
| --- | --- |
| **Alumni Office Stewardship contacts** | Rebecca Jelbert ([r.k.jelbert@leeds.ac.uk](mailto:r.k.jelbert@leeds.ac.uk))  Jen Wickam ([j.wickham@leeds.ac.uk](mailto:j.wickham@leeds.ac.uk) ) |
| **University UGRL Scholarship Scheme Administrator** | Rebecca Shaw ([r.l.shaw@leeds.ac.uk](mailto:r.l.shaw@leeds.ac.uk) ) |

## Annex 3d: Scholarships in difficulty

**Introduction**

As for any long-term commitment there will be times during the period of your scholarship when those involved feel that things are not going as well as they should be. Routine issues should of course be picked up and addressed through the normal process of support and supervision provided by the faculty team (scholarship administrator and project supervisor).

**Dealing with more complex issues**

Circumstance may arise where you feel that the responsibilities of your scholarship are more than expected *eg* a clash with the demands of your programme of study, or where personal circumstances change significantly *eg* a major health problem, when you may want to discuss withdrawing from your scholarship.

If you have any concerns about your scholarship your first point of contact should be either your project supervisor, or your faculty administrator *(See Annex 3c if you are not sure who this is)* who will arrange a meeting to discuss the problem and identify a clear and agreed way forward.

If a way forward can’t be agreed between the scholar, project supervisor and scholarship administrator, the scholarship administrator may seek advice from the Pro-Dean for Student Education in their role as faculty academic lead for the scholarships.

Where the faculty team is unable to identify a mutually acceptable solution with you, a request for advice would be made to the UGRLS Steering Group (contact Rebecca Shaw, [r.l.shaw@leeds.ac.uk](mailto:r.l.shaw@leeds.ac.uk)).

**Reporting**

To be fair to our sponsors it is important that we have a record of any scholarships that don’t go as planned.

Faculty Scholarship administrators will let the central team know immediately if situations arise that may lead to the ending of a scholarship (contact Rebecca Shaw, [r.l.shaw@leeds.ac.uk](mailto:r.l.shaw@leeds.ac.uk)).

Where it is agreed that a scholarship must come to an end, and if at least one period of research has been completed, the scholar would be expected to write the normal donors letter thanking the donor for their support. The central team will work with the faculty and the scholar to agree an additional letter explaining the reasons for the scholarship coming to an end prematurely.

# Annex 4: Governance

**Undergraduate Research and Leadership Scholarship Scheme Steering Group**

**Terms of Reference and Membership for 2014/15**

* The Steering Group is responsible for the operation and development of the University’s UGRLS Scheme and for ensuring that programme continues to contribute effectively to the University’s strategic aims and objectives.
* Membership will be reviewed on an annual basis, to take account of the strategic direction of the scheme and staff availability.
* Working Groups will be formed as necessary to address specific priorities.
* The Steering Group will meet three times a year.

**Membership:**  
Norma Martin Clement (chair) Academic Lead for University

Laura Bennett: Alumni Office

David Gardner: Learning Enhancement

Dwayne Heard: Project Leader (MaPS)

Tess Hornsby Smith: Arts

Andrew Lockwood ` Sport and Physical Activity

Damian McDonald PVAC

Rebecca Shaw: Learning Enhancement

Dominique Triggs Scholar representative (Arts)

New Scholar Scholar representative

Project Leader : Project Supervisor representative

**Events Management Team**

Tess Hornsby Smith (chair) Arts

Damian McDonald PVAC

Rebecca Shaw: Learning Enhancement

Rhiannon Prosser FBS

Michelle Schneider Skills@Library

Georgia Lea Scholar

# Annex 5: Events

(this draft is subject to change, please confirm details with your Faculty UGRL Scholarship Administrator)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Purpose** | **Description** | **Duration** | **When** | **Who** | **Where** |
| 1 | **Welcome** | Welcome by PVC to new scholars and their supervisors | 2hrs  3.00pm – 5.00pm | 5th May 2016 | 35 new scholars  35 supervisors  49 level 2 and 3 scholars  presenting their research work  Lord LaidLaw  Other guests from the University | Great Hall |
| 2 | **Induction** | Introduce new scholars to leadership, research methods, examples of excellent projects | 2 days  1 night | 8th and 9th June | 35 new scholars  31 level 2 Scholars  Some exemplar scholars presenting their research from level 3 | Residential  Weetwood Hall |
| 3 | **Teambuilding** | Build the self-help network of Scholars that will help support one another during their first period of research | 4 days  3 nights | 21st, 22nd, 23rd, 24th June | 35 level 1 and level 2 (who missed previous year) scholars plus Faculty Admins  **Please note each group will only have 1 overnight stay**  Led by Will Patterson | Outward-bound |
|  | ***Research Period 1*** |  |  |  |  |  |
| 4 | **Leadership** | A focus on developing and demonstrating Leadership skills | 1 day | 21st Sept 2016 | 35 Level 1 scholars and level 2 scholars who missed previous year  SDDU to deliver event. | Devonshire Hall |
|  | ***Research Period 2*** |  |  |  |  |  |
| *5* | **Celebration** | Celebrate the outcomes of successful projects | 2 hrs  5pm - 7pm | 20th October/ Beginning of Final Year Scholarship | Those who will be completing their scholarships  Open invitation to all staff and scholars | *Great Hall* |

# Annex 6: Timeline

**UGRL Scholarship Scheme Timeline of Activities 2015 entry**

**Year 1**

Term Time: **8th January**: deadline of projects invited and considered by UGRL Project Panel

Term Time: **1st February**: Invite applications for scholarships. Applications considered, students interviewed and selected by UGRL Scholarship Panel.

Term Time: **31st March**: Deadline for all Scholarships awarded and confirmed with central teams.

Term Time **5th May**: Welcome Event with new Scholars, project supervisors and invited 2nd and 3rd year scholars.

Summer: **8th – 9th** **June:** Residential Induction for Team building, skills sessions and research skills.

Summer: **21st, 22nd,** **23rd, 24th June**: Outward Bound Residential for Teambuilding and Leadership to prepare for research project and ambassadorial work.

Summer: **July - September** 6 weeks Research Project 1  
by 20th September Project Scholar to provide project report and donor letter to Scholarship Administrator

**Year 2**

Term time: **September – June** Ambassadorial work

* + - support faculty recruitment, open days, school volunteering, public events
    - support Alumni Office Donors’ events etc.

**21st September:** Leadership Training event

**18th September**: Deadline for RSA Award Applications

**20th October**: Celebration Event for Final Year Scholars. Open Invitation

**February**: Cultural Capital Event

Summer: **July – September** 6 week Research Project 2  
by 20th September Project Scholar to provide project report and donor letter to Scholarship Administrator.

Term Time: **Dec**: Attend the Donors Reception

**Year 3**

Term time: **September – June** Ambassadorial work

* + - support faculty recruitment, open days, school volunteering, public events
    - support Alumni Office Donors’ events etc.
    - contribute, as required, to launch/induction events for new scholars, celebration events etc
    - by **1st June** provide final project report to Scholarship Administrator

Term Time: **20th October:** Celebration event

**Dec**: Attend the Donors Reception