



BRIDGWATER  
& TAUNTON  
COLLEGE



University  
Centre  
Somerset

Part of Bridgwater & Taunton College

# SCHOLARLY ACTIVITY AND RESEARCH POLICY

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## Scholarly Activity and Research at University Centre Somerset



Continued currency of subject and teaching knowledge to maintain academic standards



Advancement and development of curricula and learning materials



Symposia and HE Conferences led by the College



Research, Scholarship and Ethics Committee



Grow the reputation of the College for HE



College Research and Scholarship Awards



Academic and pedagogical research and activities supported



Reading Groups



Encourage students to be scholarly and co-creators of knowledge



Improves employment opportunities for students



Collaboration with partner universities



Annual Research and Scholarly Activity publication



Blackboard

Staff Research Guide — electronic repository



Higher Education Academy



HEA fellowships



Industrial updating

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## 1. Introduction

This policy sets out UCS's approach to the enhancement, development and support of research and scholarship across UCS and the wider Bridgwater and Taunton College.

The policy supports University Centre Somerset's (UCS) long term strategic vision for scholarship, which includes:

- Expansion of UCS and further growth of the quality and reputation of its HE provision
- As an early adopter of the national AoC/HEFCE scholarship project, put their scholarship framework in to practice
- Growth in applications for Fellowship of Advance HE (formerly Higher Education Academy)
- In-house bespoke programme of Postgraduate Certificate in Teaching Higher Education (PGCTHE) offer linked to the Professional Standards Framework (UK PSF) accreditation
- Further development of opportunities to support staff to engage in research and scholarship

Scholarly activity that is productive and has purpose is a critical feature and characteristic of the work undertaken by staff teaching at higher levels. It is the primary mechanism for ensuring that academic standards are maintained, by assuring the currency and advancement of subject and pedagogical knowledge. Scholarship has the potential to be transformational for UCS by helping to give a more structured form and purpose to its community. UCS intends that, through actively encouraging and providing means to engage with scholarly activity, demonstrable impacts will be seen including:

- Enhancing the student experience by providing a scholarly environment, thus enabling the achievement of the best outcomes possible and increasing employability
- Improving opportunities for students to engage in high quality research through a shared understanding of approaches gained through being scholarly
- Encouraging the application and process of research to learning and teaching
- Developing a close community of scholars who demonstrate confidence in their own scholarship and openly share the outcomes of their scholarly activities
- Industrial updating
- Enhancing the reputation of UCS and heavily contributing towards achieving world class characteristics for its higher education

## 2. Policy Statement

UCS defines scholarly activity as activities that increase and improve subject knowledge or pedagogy. They are activities which contribute to enhancing the student experience. They promote engagement with research and support research led/informed learning, teaching and assessment. Scholarly activities must be purposeful and have a demonstrable impact on the higher education community at UCS. These activities go beyond Continuing Professional Development (CPD) or training and promote a deeper understanding of the subject matter or the knowledge creation process, either to the individual and/or to a wider audience.

## The Boyer Model of Scholarship

UCS has adopted Boyer's (1990) four models of scholarship: discovery, integration, application and teaching<sup>1</sup>. The scholarship of discovery advocates discovery through new research, which adds to the advancement of knowledge. The scholarship of integration focuses on integration of knowledge from different sources and disciplines, as well as integration of theory and practice. Application of scholarship refers to the implementation and application of new knowledge. The scholarship of teaching involves the search for innovative approaches and best practices to develop skills and disseminate knowledge.

Examples of activities that are recognised by UCS as being scholarly activity are (but are not limited to):

- Undertaking research activities into the subject discipline and/or pedagogy
- Networking with the wider HE community (internal, external and HEI partners)
- Studying for a relevant higher level subject based or pedagogical qualification
- Subject updating
- Reading on subject discipline or pedagogy
- Industry engagement/experience/updating/consultancy
- Attendance at & reflection on relevant conferences (internal and external)
- Mentoring of other staff
- Applying for the Professional Standards Framework Fellowship recognition
- Taking higher qualifications – ie Master's, Doctorates and teaching qualifications
- Delivering a session that is HE relevant and promotes deeper understanding on a subject
- Attending talks by and reflecting on talks by external speakers
- Curriculum/programme development, review or approval
- Peer review and formal observation of teaching and learning
- Participation in programme/HE review processes
- Presenting a self-authored paper at a conference
- Publishing in peer reviewed journals, chapters in books and authored/edited books
- Participating in exhibitions, performances or demonstration of activities
- Knowledge transfer groups
- Being an External Examiner
- Professional memberships
- Engagement with government agencies, policy makers, employers or other stakeholders as part of an academic and/or professional community
- Leading staff development sessions

The College has embedded research and scholarly activity into its appraisal process as part of being an early adoptee in the national AoC/HEFCE scholarship project (AoC, 2017)<sup>2</sup>. The list above should assist with identifying scholarly activities to be recorded.

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<sup>1</sup> Boyer, E. (1990) *Scholarship Reconsidered: Priorities of the Professoriate*. New York: The Carnegie Foundation for the Advancement of Teaching.

<sup>2</sup> Association of Colleges (AoC) (2017) *About the Scholarship Project*. Available at: <https://www.aoc.co.uk/teaching-and-learning/college-higher-education-scholarship-project/enhancing-scholarship-in-college> (Accessed: 12/02/18).

Types of activity that may be directly supported by UCS:

- Internal research and scholarship opportunities (annual Research & Scholarship Awards)
- Action research which may or may not involve students
- Student-led research involving a member(s) of staff
- Applying for external research opportunities and bids
- Publication of research in internal/external journals
- Industry led research and participation or contribution to it
- Individually led research
- Collaborative research
- Published research leading to writing books, chapters in books and articles in peer-reviewed journals
- Engagement in research and scholarly activities with partner universities
- International research and scholarship opportunities (e.g. ERASMUS)
- Academic subject-specific research
- Pedagogical research
- Programme development (where writing or re-writing a HE degree programme)

### **3. Scope of this policy**

This policy is written specifically for University Centre Somerset (UCS), but is relevant to all staff at Bridgwater and Taunton College, of which UCS forms a part. It is applicable to all provision although it is particularly designed to complement the expectations of the Office for Students, the UK Quality Code as published by the Quality Assurance Agency and validating universities and bodies within the context of UCS's particular setting and approach. Staff should also refer to the College's Staff Development & CPD Policy & Procedure.

### **4. Procedure**

#### **4.1 HE Engagement in Research Activities**

The College/UCS is committed to supporting this policy through the provision and/or utilisation of resources, finances, facilities and staff time. The College/UCS annually reviews and agrees staff development budgets within each area of the College as well as a central budget that supports staff development for the whole college. It also holds a budget for the annual research and scholarship awards.

It is the responsibility of all staff and managers involved in the delivery of teaching, learning and assessment of Higher Education to promote scholarly activity and professional reflective practice. Senior management and the Research, Scholarship and Ethics Committee are responsible for leading and supporting opportunities for staff to engage with scholarly activities. The College's support managers (with responsibilities for staff development and teaching, learning and assessment and higher education), are responsible for ensuring College processes are available and can be used to support and promote engagement with scholarly activities for staff with a role in higher education.

Teaching staff are responsible for engaging with this policy in a way that directly helps to support their personal development as well as the enhancement of their teaching, course development and improvement and/or support they give to

students. Ultimately they must be able to demonstrate that any scholarly activity they undertake, where support is sought from UCS to enable them to do it, must relate to the College's / UCS's commitment to enhance teaching and learning and the student experience.

Higher Education teaching staff will be expected to have (or be working towards) appropriate teaching and learning qualifications. This can be through the provision available at the College, independently or through one of UCS's partner universities.

All staff are encouraged to share professional practice with peers and students through formal and informal means. UCS has a responsibility to provide a formal means of sharing professional practice such as meetings, symposia and conferences.

All staff are responsible for maintaining their personal development records and log of activities in accordance with the College's Staff Development & CPD Policy & Procedure.

## **4.2 Research and Scholarship Awards**

The annual staff research and scholarship awards led by the Research Scholarship and Ethics Committee enable staff to 'buy themselves out' of some of their contractual obligations, or to carry out a research project in their own time and be paid for it, following discussion and with the agreement of the line manager. Priority is given to applications that both meet the criteria set and support current key objectives or initiatives within the College / UCS.

The funding may be sought to enable a formal academic research project or action research activity, or potentially one of a wide range of scholarly activities. A proposal may be submitted by an individual or by a group of individuals.

The activity does not need to be limited to focusing on pedagogy (how to improve the way teaching is delivered), but can also focus on a specific subject. The activity may be focused on academic updating or pushing forward the academic boundaries of a subject. It can also be more industrially focused, updating on the latest activities in a particular industry/sector or on employability skills within that sector.

The research and scholarship awards are managed by the Research, Scholarship and Ethics Committee. The application form, together with other supportive documents are available via the Staff Research Guide on [Blackboard](#). All applicants have to seek support from their line managers prior to submitting their application forms.

All projects that involve adults or children who are perceived to be vulnerable or who are in vulnerable positions, sensitive materials and data, have to seek ethical clearance via the Research, Scholarship and Ethics Committee. If a project also requires external ethical approval, this cannot be guaranteed by the Research, Scholarship and Ethics Committee and must be obtained in writing by the relevant body before the project may begin (i.e. any research involving the NHS).

When a research project is approved, the project leader(s) is responsible for initiating and carrying out the research using the support provided by UCS appropriately and in line with the research and scholarship awards' terms and conditions. Progress of the project will need to be reported back to the Committee each term. Any grant or

external funding received as an outcome of the project is held by the College in accordance with the requirements and Terms and Conditions of the individual project and is not the property of the individual grant recipient. It will be allocated to the individual via appropriate claim forms as appropriate to the specific project.

#### **4.2 Recording, capturing and disseminating scholarly activity**

UCS encourages staff to disseminate their research and scholarly activity internally and externally at conferences and symposia. UCS provides a number of routes for staff to disseminate the outcomes of their projects internally:

- Annual staff research and scholarship symposium
- Annual research and scholarship publication
- Staff Research Guide on the VLE
- Staff meetings
- HE Conference
- Reading Groups
- Peer Review
- Noticeboards (virtual and/or physical)
- Student conferences
- Through social media

In addition, staff are encouraged to disseminate their research to student groups and external audiences. Other opportunities involve writing for external publications: articles in peer-reviewed journals (printed and online), books and chapters in books.

The College has a well-established system for the requesting of time/finances to support staff development and this process will continue to be applied to staff development activities and scholarly activities where specific College input is needed. The College also provides resources to enable staff to have a means to record their own scholarly activity and staff development, and staff are expected to engage with those resources and maintain a log of their personal development activities via the iTrent management system.

#### **4.3 Engaging Students in Research and Inquiry**

Designing a course of study that includes research and inquiry led by students and facilitated and supported by staff can help to enhance the students' learning experience, as well as the opportunities for scholarly activity with which individuals and groups of staff can engage. Involving students in conducting part of a research project led by a member of staff is another approach that can be considered.

#### **4.4 Self-Evaluation and Developing a Culture of Scholarship**

As noted previously, UCS has adopted Boyer's (1990) four scholarships model in relation to research and scholarly activity planning and evaluation. Healey, Jenkins and Lea (2014, p. 56) recommend the use of this model as a means of self-assessment by institutions to ascertain 'how well-rounded these activities are; and, importantly, how they might contribute to the engagement of students in their scholarly activity, or in linked ways.<sup>3</sup> Through the use of Boyer's different types of scholarship UCS can model its offer to staff and enhancement of the student

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<sup>3</sup> Healey, M., Jenkins, A. and Lea, J. (2014) *Developing research-based curricula in college-based higher education*. York: Higher Education Academy.

experience. Within the appendices a Self-Evaluation form is provided for this purpose to support internal review of the effectiveness of approaches to scholarly activity. This can be used at a 1:1 individual, team, departmental or college level to help review scholarly activities and effectiveness of them. This is not a compulsory activity, but it may help for the purposes of benchmarking and may be incorporated into annual self-evaluation activities at college level as UCS seeks to further enhance its scholarship culture.

Staff are encouraged to apply for the annual UCS Research & Scholarship Awards (internal bids), to develop their own departmental strategies for engaging in such opportunities when they present themselves, or to pro-actively seek out opportunities or to create them. The Research, Scholarship and Ethics Committee provides further support and signposting with engagement in research and scholarship. An electronic repository on Blackboard – Staff Research Guide - is another source of information.

Designing a comprehensive and cohesive teaching and assessment strategy is a key consideration when seeking course approval or re-approval. It is vital that scholarship, of both staff and students, is evident within the strategies as part of the course documentation. Such strategies must be appropriate to each level of study and must be especially visible for courses at level 6.

#### **4.5 Association of Colleges and HEFCE Scholarship Project**

In December 2017 UCS became an early adoptee in the AoC/HEFCE Scholarship project<sup>4</sup>. The project aims to develop, test and embed the Scholarship Framework, which will be adopted by colleges with HE across the sector. This national project runs for the purposes of enhancing scholarly activity within colleges. Participation in this national project includes support for colleges in developing a strategic and institutional approach to scholarship and research. It is firmly centred on enhancing the learning experience for learners, and encourages individual staff to develop their scholarship profiles. The project is centred around Boyer's (1990)<sup>5</sup> conceptualisation of scholarship and is particularly focused on integration, application and teaching within college-based HE. The Framework has been designed and tested in collaboration with participating colleges and includes:

- A clearly-articulated technical education pedagogy, informed by prior research and incorporating the principles of co-creation and co-inquiry
- An aligned set of principles and practical implementation guidelines for different stakeholder groups including: institutional leaders and managers; teaching staff; learning support and development staff; students; employers
- A suite of practical resources (toolkits) to support implementation of the Framework, providing exemplars and tools for use by the different stakeholder groups

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<sup>4</sup> AoC (2015) *AoC HEFCE Catalyst funded project: Enhancing College Higher Education Scholarship and Student Learning*. Available at: [https://www.aoc.co.uk/sites/default/files/Catalyst%20Fund%20-%202020page%20summary%20paper%20FINAL%20version%20June%202015\\_0.pdf](https://www.aoc.co.uk/sites/default/files/Catalyst%20Fund%20-%202020page%20summary%20paper%20FINAL%20version%20June%202015_0.pdf)

<sup>5</sup> Boyer, E. (1990) *Scholarship Reconsidered: Priorities of the Professoriate*. New York: The Carnegie Foundation for the Advancement of Teaching.

- A kite-marked set of agreed performance indicators and impact measures related to the Framework, adoptable by all colleges that offer HE (AoC, 2015)<sup>6</sup>.

The Framework will promote, support and capture scholarly activity, and will generate data for external HE processes – Quality Reviews, applications for the Teaching Excellence Framework (TEF) and any possible future application for Degree Awarding Powers. UCS will feed into the Scholarship Framework with its own unique approaches to scholarship and will gain support in its further development of its scholarship ethos.

## **5. Staff Development and Recognising Professional Standards in Higher Education**

### **5.1 Staff Development and Continuing Professional Development Definition**

Staff development or Continuing Professional Development (CPD) is broadly defined by UCS as a series of activities that ensure staff are proficient at key tasks and can perform them well. These types of activities are not generally recognised as being 'scholarly' in their nature, but are also important to UCS and individuals. It can be hard to disaggregate CPD/staff development from scholarly activity but examples include:

- Attending training/development for specific activities
- CPD for all College staff through Teaching Learning & Assessment (TLA) sessions
- Compulsory training
- Competency testing

#### **Expectations of staff engagement with scholarly activity and research**

UCS expects that all staff engage with personal development and/or scholarship pertinent to their role and proportionate to their impact directly on enabling the student experience.

It is expected that all who can attend UCS/College-led activities should attend wherever possible in line with the College's Staff Development Policy.

### **5.2 Peer Review (Including observations of teaching and learning)**

UCS has a peer review policy which details how peer reviews are carried out. Participation in peer review is a key element of UCS's approach to scholarship. It provides a platform through which individuals can receive constructive feedback on their teaching, within a HE context, from a colleague. When taking on the role of the reviewer it provides the opportunity to reflect on your own teaching practice. Peer review also involves students as active participants in the learning process, thus adding another view and deepening the opportunities for reflection and impact on pedagogical approaches employed.

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<sup>6</sup> AoC (2017) *Background and aims of the scholarship project*. Available at: <https://www.aoc.co.uk/teaching-and-learning/college-higher-education-scholarship-project/about-the-scholarship-project> (Accessed: 24 October 2017).

### 5.3 The role of Teaching, Learning and Assessment (TLA) Quality Developers

The TLA Quality Developers support the enhancement of teaching, learning and assessment. They aim to achieve this through providing mentoring, support and championing of scholarly activity. Staff are encouraged to engage with the TLA Quality Developers either through requesting mentoring support, other support, giving feedback or participating in the scholarly and development opportunities they provide. The Peer Review policy provides more information and guidance on this activity.

### 5.4 University partnership expectations and opportunities

UCS has partnership agreements and for certain universities, corresponding course level operations agreements (or equivalents) in place with each of its university partners. As in education generally, there is an expectation that teaching staff should be qualified to at least a level above the level of the course on which they are teaching and that UCS provides relevant and adequate training and development opportunities for staff. Allowances can sometimes be made in relation to staff having up to date industry knowledge and experience instead of the higher qualification. University partners expect UCS to hold evidence of qualifications, experience and recent scholarly activity and involvement in research when nominating staff to teach on validated awards and to maintain up to date CVs on file and to be shared with the University.

Pearson also expect that UCS employs appropriately qualified and experienced staff and that it supports their training and subject updating as necessary. This is monitored by Pearson via their annual External Examining process and Annual Quality Monitoring Review.

UCS encourages staff to achieve higher level qualifications wherever this is needed. Applications for qualifications to support course delivery, will be considered on a case by case basis by their Curriculum Area Head, Assistant Principal or by Staff and Quality Services (SQS) as appropriate.

### 5.5 Fellowship and The UK Professional Standards Framework (UK PSF) published by Advance HE (formerly the Higher Education Academy)

The Advance HE Fellowship *'demonstrates commitment to teaching, learning and the student experience, through engagement in a practical process that encourages research, reflection and development.'*<sup>7</sup>

All staff teaching, supporting and managing HE are encouraged to seek recognition of their impact on HE teaching and learning through applying to Advance HE for recognition against the UK PSF<sup>8</sup>. The UK Quality Code holds this up as a scheme that all HE providers should be engaging in and many universities align their

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<sup>7</sup> Higher Education Academy (2018) *Benefits of Fellowship*. Available at: <https://www.heacademy.ac.uk/individuals/fellowship> (Accessed: 2 February 2018).

<sup>8</sup> Higher Education Academy (2011) *The UK Professional Standards Framework for teaching and supporting learning in higher education*. Available at: [https://www.heacademy.ac.uk/system/files/downloads/uk\\_professional\\_standards\\_framework.pdf](https://www.heacademy.ac.uk/system/files/downloads/uk_professional_standards_framework.pdf) (Accessed: 25 October 2017).

structures to this framework. Engagement in this scheme demonstrates a personal and institutional commitment to professionalism in learning and teaching in higher education. It provides staff with recognition of their practice, impact and leadership of teaching and learning.

Advance HE awards four different categories of Fellowship:

- Associate Fellowship (AFHEA)
- Fellowship (FHEA)
- Senior Fellowship (SFHEA)
- Principal Fellowship (PFHEA)

To achieve the Fellowship staff have to provide evidence of personal professional practice which meets the requirements of the UK Professional Standards Framework, a nationally recognised framework for benchmarking success within HE teaching and learning support. Training opportunities are available to UCS staff about the HEA Fellowship application process and its terms and conditions. Depending on the number of applications in a year, the intention would be for a partial cost of up to 80% of the application fee to be covered by UCS and in some cases fees to be aided by a partner university, where such an arrangement is possible.

## **5.6 Teaching Excellence and Student Outcomes Framework (TEF)**

The decision to engage with the Teaching Excellence and Student Outcomes Framework (TEF) gives students an indication of the quality of teaching, learning and student outcomes at UCS. The TEF has a focus on Teaching Quality, Learning Environment and Student Outcomes and Learning Gain. It uses student opinion as expressed through the National Student Survey (NSS) and data provided by former students through a destinations survey to inform the rating given.

The 'Learning Environment' element of the TEF includes a focus on Scholarship, Research and Professional Practice. The expectation being that: "The learning environment is enriched by student exposure to and involvement in provision at the forefront of scholarship, research and/or professional practice."<sup>9</sup>

## **5.7 Key Performance Indicators**

UCS will judge its success on enhancing the student experience through supporting scholarship and personal development through the monitoring of the following indicators and by using them to populate the Self Evaluation tool provided in the appendices:

- Student satisfaction surveys
- Student destinations
- Feedback from External Examiners
- Feedback from university partners (e.g. through approval/institutional review)
- Student performance data (including retention, success and overall classifications)
- Outcomes of external monitoring/review processes
- Outcomes from HE Peer Reviews

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<sup>9</sup> Department for Education Teaching Excellence and Student Outcomes Framework Specification October 2017 p.25.

UCS will review these indicators through normal internal quality processes including (but not limited to):

- Self-Evaluation at department and Cross-College level
- Senate
- TLA Developers' meetings
- SMT
- Research, Scholarship and Ethics Committee (where applicable)

## 5.8 Reward and Recognition for Staff engaged in Scholarship and Personal Development

UCS recognises that much of the time spent by staff on scholarship and personal development may be within their own time or embedded within normal college based activities. UCS, wherever possible, seeks to give opportunities for engagement in scholarly activity and personal development to be recognised.

The following opportunities may be available to staff who can demonstrate, on a case by case basis their engagement with, and intended impact of, scholarship or personal development activities:

Reward/recognition	Description/purpose	How to access
Time/remission or flexibility within your role	To pursue defined scholarly activities such as research projects, investigations, delivery at external conferences, undertaking of higher level study and being employed as an External Examiner by another institution.	Normal staff development and/or flexible working request. Staff can request a supportive statement from the HE Team to help demonstrate the benefits of the proposed activity mapped to this policy and HE strategic aims.
Recognition of Fellowship by Advance HE.	One-off contribution of up to 80% of the cost of Fellowship application to Advance HE, (taking account of any reduction in cost by going through a partner University) for well-developed applications for recognition against the Professional Standards Framework (PSF).	Contact the HE Team for support and complete staff development form.
Financial contributions for higher qualifications	Towards supporting higher level study and achievement of relevant qualifications	Normal staff development form. Request supportive statement from the HE Team to help demonstrate the benefits of the activity mapped to this policy and HE strategic aims.

Annual Research & Scholarship Awards	To support small scale individual/team research projects that seek to enhance the student experience/outcomes in line with the strategic aims of the College / UCS.	Submit application form to the Research and Library Services Manager. All relevant documents are available via the Staff Research Guide on the VLE.
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## 6. Related policies at Bridgwater & Taunton College/University Centre Somerset

- Staff Development & CPD Policy & Procedure
- 7 Ways – Evaluation of Teaching, Learning and Assessment Policy
- HE Peer Review and Observation Policy
- Research Ethics Policy

### 6.1 External reference points

- **UK Quality Code for HE – Chapter B3 expects that** *‘Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.’* (QAA, 2015).
- **‘Capturing an HE ethos in college higher education practice’<sup>10</sup>** paper which examines the context of HE in FE settings and how to create an HE ethos which, they found ‘needs to be soundly underpinned by a culture of ‘scholarship and research’<sup>11</sup>’.
- UCS is an early adoptee of the AoC/HEFCE scholarship project, who have developed a national scholarship framework to support and enhance a scholarship culture in Further Education colleges.
- **Foundation Degree Awarding Powers (FDAP) guidance (Oct 2015)** provides specific guidance on the characteristics and levels of scholarship an institution who seeks FDAP must be able to demonstrate; this can be seen as a **benchmark for UCS**. ‘...a responsibility for ensuring that **staff maintain a close and professional understanding of current developments in scholarship** in their subjects or vocational expertise and that **structured opportunities for them to do so are both readily available and widely taken up**. It also means that teaching for degree-level qualifications should

<sup>10</sup> Simmons, J. & Lea, J. (2013) *Capturing an HE ethos in college higher education practice*. Available at: <http://www.qaa.ac.uk/en/Publications/Documents/Capturing-HE-ethos-college-higher-education-practice-13.pdf> (Accessed: 10 February 2018).

<sup>11</sup> Lea, J. (ed.) (2015) *Enhancing learning and teaching in higher education*. Maidenhead: Open University Press.

reflect, in a careful, conscious and intellectually demanding manner, the **latest developments in the subject of study**<sup>12</sup>.

**Taught and research Degree Awarding Powers (TDAP) guidance (Sept 2015)** provides specific guidance on the characteristics and levels of scholarship an institution who seeks TDAP must be able to demonstrate; this can be seen as **aspirational for UCS** but of **particular relevance for those staff teaching and supporting level 6 provision** at UCS. ‘...a responsibility for ensuring that staff maintain a **close and professional understanding of current developments in research and scholarship** in their subjects and, where relevant, keep in touch with practice in their professions and that structured opportunities for them to do so are both readily available and widely taken up. It also means that teaching for degree-level qualifications should reflect, in a careful, conscious and intellectually demanding manner, the latest developments in the subject of study.’<sup>13</sup>

## 7. Review of Policy

This policy and associated guidance documentation is subject to regular review, scrutiny and monitoring of impact through UCS’s Senate. It is approved and signed off by the Senior Management Team (SMT). The content and relevance of the policy and associated documents is also subject to scrutiny from UCS’s partner universities and other stakeholders as appropriate.

Feedback to the HE Team from all who engage with this policy is always welcome.

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<sup>12</sup>QAA (2015) *The UK Quality Code for Higher Education, Part B: Assuring and Enhancing Academic Quality, Chapter B3: Learning and Teaching, p.8*. Available at: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b> (Accessed: 25 October 2017).

<sup>13</sup> QAA (2013) *Capturing an HE ethos in college higher education practice*. Available at: <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2773#.VjivGrFFCAg> (Accessed: 6 November 2017).

## 8. Appendices

### 8.1 Research and Scholarship Awards – application form



Application forms, together with the letter of support from the applicant's line manager, should be submitted by the deadline to the Research and Library Services Manager (via email).

This form should be completed with reference to the application guidance, terms and conditions, budget administration documents and the ethical scrutiny guidance. These documents can be found via the Staff Research Guide on the VLE.

#### Contact Details

<b>Name of Applicant:</b>	
<b>Role / Job Title:</b>	
<b>Courses associated with (if applicable):</b>	
<b>Name of Line Manager:</b>	

#### Please provide the title of the proposed project/activity (do not exceed 15 words)

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#### Please Provide a 200 word summary of your proposed project/activity:

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#### Please outline *what* you intend to investigate in this project/activity:

--

Please outline *why* you intend to carry out this project/activity:

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Please outline *how* you intend to carry out this project/activity:

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Please outline what *outcomes* (e.g. the impact of your research) and *outputs* (e.g. innovations in learning & teaching, publications etc.) you expect from your project/activity. Please ensure these clearly identify how your activity will benefit teaching and learning at University Centre Somerset/Bridgwater & Taunton College or beyond and how your findings will be disseminated:

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Please present a timeline that indicates *when* different activities will take place during the project [monthly timeline for longer projects and weekly timeline for shorter projects]:

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Collaboration and Partners - please name any staff, colleges or other organisations you may collaborate with:

Name	Organisation	Potential input they may have to the project



Other	Details	Cost
Travel/Subsistence [ <i>for each named person</i> ] Please refer to Bridgwater & Taunton College's Travel and Subsistence rates		
Materials [ <i>for each named person</i> ]		
Other [ <i>for each named person</i> ]		
<b>Total funding request [for Committee use only]</b>		

**Application submission:**

**Please submit an electronic copy of this form via email to Jolanta Peters, Research & Library Services Manager (on behalf of the UCS Research, Scholarship and Ethics Committee): [petersj@btc.ac.uk](mailto:petersj@btc.ac.uk) by the deadline.**

**You must also attach the following documents with your proposal for it to be considered. Please submit all the documents together and ensure that you include your name in the file extensions (e.g. smith.doc).**

- A letter of commitment and support from your line manager (this letter will indicate that your line manager supports your proposal).\*

\*Should you have difficulty obtaining support and wish to discuss this, please contact Pauline Osborne, Head of HE.

You will be notified of the outcome of your application following a meeting of the Research, Scholarship and Ethics Committee. You may be invited to present your ideas to the Committee. Please note that dissemination of your project internally and ideally externally will be a condition of your Award. Please allow for dissemination costs as part of your budget. Projects will be funded at a rate of £17 per hour. Applications to buy in someone else to cover teaching commitments should budget for £50 per hour to ensure all on-costs of recruitment etc. are covered. An additional member of staff covering would receive the standard Associate Lecturer teaching rate and *not* £50 per hour!

**Ethical Clearance** - Please refer to the Ethical Scrutiny Diagram and associated documents on the Staff Research Guide via the VLE (Blackboard) for guidance on the likelihood of you needing ethical clearance for a research project. Should this be necessary, an ethical clearance form will need to be completed and approved by the Research, Scholarship and Ethics Committee prior to the start of any research activity.

*Please note that if your project also requires external ethical approval, this cannot be guaranteed by the Research, Scholarship and Ethics Committee and must be obtained in writing by the relevant body before the project may begin. (i.e. any research involving the NHS)*

Terms and Conditions of any Research/Scholarship Award will apply.

## 8.2 Research project proposal – review criteria

When research proposals are reviewed by the Research, Scholarship and Ethics Committee, the following criteria will be considered and the suitability of the project to receive funding/support from UCS considered:

- Does the proposal address an appropriate area that has clear links to the College's strategic aims and objectives?
- Does the proposal have clear aims and/or research questions?
- If the research project involves vulnerable adults, children and sensitive material/data, does it contain an ethical clearance form?
- Are the methods appropriate to the question and clearly articulated?
- Does the proposal present a clear timeline that indicates when different activities will take place during the project?
- Is appropriate academic literature/theory highlighted to support the proposal?
- Is the scale and quality of the research likely to be of wider interest for internal and/or external publication in the future?
- If the proposal includes students as partners in the research, is this relevant to the project and clearly articulated?
- Does the suggested budget and contribution from UCS by financial, or other means, offer good value for money and is it able to be funded within existing budgets?
- Are appropriate and achievable dissemination routes identified?
- Does the proposal include internal or external collaboration?
- Do those proposing the project have relevant experience and expertise to enable them to conduct the scale of research being proposed?
- Do those proposing the project have the support of their line management, particularly if remission from teaching or normal duties is being requested?

## 8.3 Examples of Scholarly Activity undertaken by members of staff

- Erasmus+ projects
- Research projects on Dyslexia

- Time spent in industry refreshing/developing practice
- Development of new aquaponics centre including research ambitions
- Sharing good practice
- Articles on relevant topics in sport science related magazines
- Presentation of MA research at a regional conference
- Applying for recognition with the HE Academy
- Research of vocational routes into the media industry with student group
- Authoring a paper on peat permeability
- Attending partnership days/conferences with university partners
- Professional body accreditation process
- Authoring a blog about dyslexia
- Inviting in guest speakers to talk to student groups
- 'In the News' sessions with students
- Developing online multimedia tutorials to enhance HE and FE students' research and study skills through blended learning
- Evaluating the use of technology to support and enhance the observation and mentoring process of new and existing teachers
- Coaching and mentoring project 'From Grade 2 to Grade 1'
- The impact of personal issues and emotional health on performance at work and staff absence
- A video interview archive and trajectory tracker that records and shares professionals' pathways into the art and design industries
- Research and planning for integrating Oracle Certified Training into the BSC (Hons) Computing Programme Curriculum
- Improving access to maths and English resources for vocational curriculum staff
- Real-time programming using bespoke API (Application Programming Interface) for drones
- Dyslexia in the workplace and how to identify and overcome problems that occur
- Raising literacy and blended learning standards through the book blog 'Read & Succeed'
- Innovate teaching methods – flipped learning
- Setting up employer development projects with early years and health and social care organisations
- Online interaction and curriculum delivery in Initial Teacher Training
- The Artchive – Media Make-up employability project
- Identifying diversity in approaches to creative works
- Creative reflective project in relation to a research journey
- The enhancement of data acquisition and analysis for use in Motorsport Engineering
- Writing a published article on 'A journey in developing a research and scholarship culture in College-Based Higher Education'

## 8.4 Self-Evaluation tool

This evaluation tool is based on Boyer's cycle of scholarship (1990).

Type	Approaches to achieve this type of scholarship	Overview of activities	Evaluative statement
Scholarship of discovery	Research projects and activities		
	Students find study intellectually stimulating		
	Definition of experience between levels of study is evident		
	Evidence of innovative approaches to teaching and learning		
Scholarship of integration	Active engagement with employers that enhances course delivery		
	Employability of students		
	Curriculum design that engages students in the application of theory in to practice		
Scholarship of application/engagement	Engage with local, national and international community service projects and/or knowledge exchange		
	Evidence of continued efforts to enhance the student experience through scholarly activity		
	Students feel ready for work through the application of their course to work based situations. Staff are actively preparing students for the workplace at the relevant level.		
Scholarship of teaching and learning	Staff engage in mentoring, peer review activities		
	Group work and team approaches to enhancing and developing teaching and learning.		
	Evidence of active and effective partnerships with students in shaping their teaching and learning experience		