



BRIDGWATER  
& TAUNTON  
COLLEGE



University  
Centre  
Somerset

Part of Bridgwater & Taunton College

# SCHOLARSHIP AND RESEARCH POLICY

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## Scholarship 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

- 1.1. This policy sets out University Centre Somerset's (UCS's) approach to the enhancement, development and support of research and scholarship across UCS and the wider Bridgwater and Taunton College (BTC).
- 1.2. The policy supports UCS's 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 framework, put scholarship development into practice
  - Growth in applications for Fellowship of Advance HE (formerly Higher Education Academy)
  - Longer term 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.
- 1.3. Scholarship 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 scholarship, demonstrable impacts are 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. SCOPE

- 2.1. This policy is written specifically for UCS but is relevant to all staff at BTC, 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, the UK Professional Standards Framework for Higher Education and validating universities and bodies within the

context of UCS's particular setting and approach. This policy is relevant when considering the requirements of the Teaching Excellence Framework (TEF) and Annual Programme Review. Staff should also refer to the College's Staff Development & CPD Policy & Procedure.

### 3. POLICY STATEMENT

3.1. UCS defines scholarship 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. Scholarship 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**

3.2. 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.

3.3. Examples of activities that are recognised by UCS as being scholarship 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/ coaching of other staff
- Applying for the Professional Standards Framework Fellowship recognition
- Taking higher qualifications – i.e. 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
- TLA Peer Observation or other formal observation of teaching and learning
- Participation in programme/HE review processes
- Presenting a self-authored paper at a conference

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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.

- Publishing in peer reviewed journals, chapters in books and authored/edited books
- Participating in exhibitions, performances or demonstration of activities
- Being involved in 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.

3.4. The College has embedded research and scholarship into its appraisal process as part of being an early adoptee in the national Scholarship Framework (The Education and Training Foundation, 2021)<sup>2</sup>. The list above should assist with identifying scholarly activities to be recorded.

3.5. 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
- Research linked to curriculum development (i.e. writing or re-writing a HE degree programme).

## 4. PROCEDURE

### 4.1. HE Staff Engagement in Research Activities

4.1.1. BTC / UCS is committed to supporting this policy through the provision and/or utilisation of resources, finances, facilities and staff time. BTC/ UCS annually reviews and agrees staff development budgets within each area, 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 overseen by the Head of HE. Research and Scholarship applications will be carefully considered and approved where appropriate and there is available budget left.

4.1.2. It is the responsibility of all staff and managers involved in the delivery of teaching, learning and assessment of Higher Education to promote scholarship

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<sup>2</sup> The Education and Training Foundation (2021) *The Scholarship Framework*. Available at: <https://scholarship.excellencegateway.org.uk/> (Accessed: 30 September 2021).

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 scholarship. BTC's support managers (with responsibilities for staff development and teaching, learning and assessment and higher education) are responsible for ensuring processes are available and can be used to support and promote engagement with scholarly activities for staff with a role in higher education. Engagement in scholarship is monitored via the annual staff appraisal process.

- 4.1.3. 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 scholarship 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.
- 4.1.4. 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 BTC, independently or through one of UCS's partner universities.
- 4.1.5. 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, online platforms, HE Community of Practice events, symposia and conferences.
- 4.1.6. 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**

- 4.2.1 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 strategic objectives or initiatives within BTC/UCS.
- 4.2.2 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.
- 4.2.3 The activity does not need to be limited to focusing on pedagogy (how to improve the way teaching is delivered), but can 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.
- 4.2.4 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.

- 4.2.5 UCS has a Research Ethics Policy which sets out guidelines for research involving human and animal subjects. All staff projects that involve adults or children who are perceived to be vulnerable or who are in vulnerable positions, animal subjects, 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 (please note that research is not permitted by the NHS Health Research Authority at undergraduate level, please see 4.4.1 and visit [Student research - Health Research Authority \(hra.nhs.uk\)](http://hra.nhs.uk) for further information).
- 4.2.6 Students engaging in research will need to seek approval through their Curriculum Area Ethics Committee.
- 4.2.7 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.

### **4.3 Recording, capturing and disseminating scholarship**

- 4.3.1 UCS encourages staff to disseminate their research and scholarship internally and externally, for example, 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 and other online platforms
  - Staff meetings
  - Annual staff appraisals
  - HE Community of Practice
  - HE Conference
  - Reading Groups
  - Peer Review
  - Noticeboards (virtual and/or physical)
  - Student conferences
  - Through social media.
- 4.3.2 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.



- 4.3.3 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 scholarship 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.

#### 4.4 Engaging Student in Research and Inquiry

- 4.4.1 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 scholarship with which individuals and groups of staff can engage. Involving students as partners in research led by a member of staff is another approach that can be considered. As an early adoptee of the Scholarship Framework, the UCS is committed to promoting Boyer's (1990) four scholarships that relate to students' learning activities. These include:

- Engagement in inquiry-based learning; undergraduate research and consultancy projects; co-research projects with staff
- Engagement in integrating material from different sources, including across disciplines; integrating life and work experience with academic studies; reflecting on implications of studies for personal development
- Engagement with local, national, and international community service projects; volunteering; knowledge exchange projects; applying knowledge and skills in work-based placements
- Engagement in mentoring; peer support and assessment; collaborative group work; learners as explicit partners in educational development and inquiry (The Education and Training Foundation, 2021)<sup>3</sup>.

#### Health and Social Care

Undergraduate level standalone research that requires ethics review and/or Health Research Authority (HRA) and Health and Care Research Wales (HCRW) Approval (or devolved administration equivalent) cannot take place. As a college we will promote awareness of research in health and social care, including:

- research types
- carrying out research
- ethics
- getting research approved
- consent in research
- analysing and presenting data
- public involvement

thus, promoting understanding and skills development in research. Therefore, research planning and applications may be included in the curriculum and mock Research Ethics Committees (RECs) may be held to simulate the process. Actual research will not be permitted to be carried out unless it is:

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<sup>3</sup> The Education and Training Foundation (2021) *What is scholarship? Background and definitions of scholarship*. Available at: <https://scholarship.excellencegateway.org.uk/framework/what-is-scholarship> (Accessed: 29 September 2021).

- research that is carried out in an area that is not health or social care and is fully approved
- research that does not involve patients and/or service users or NHS staff
- secondary research, such as a literature review<sup>4</sup>

[Student research - Health Research Authority \(hra.nhs.uk\)](http://hra.nhs.uk)

#### 4.5 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 scholarship 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 scholarship, or in linked ways.'<sup>5</sup> Through the use of Boyer's different types of scholarship UCS can model its offer to staff and enhancement of the student experience. Within the appendices, a Self-Evaluation form is provided for this purpose to support internal review of the effectiveness of approaches to scholarship. 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 is recommended as 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; and the electronic repository on Blackboard, the 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.

#### 4.6 The Scholarship Framework

UCS is an adoptee of the national Scholarship Framework. It supports the UCS's approach to scholarship ethos development, enhances the learning experience for learners, and encourages individual staff to develop their scholarship profiles. The Framework is centred around Boyer's (1990)<sup>6</sup> conceptualisation of scholarship and is particularly focused on integration, application and teaching within College-Based HE.

The Scholarship Framework is a free toolkit of resources aimed at an institutional and an individual practitioner level. UCS / College staff can register for free to access the Framework's resources and take part in the forum discussions with the wider College-Based Higher Education (CBHE) community. The Framework's resources are organised into four sections:

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<sup>4</sup> Anon (2021) Student research, Health Research Authority, NHS , [Student research - Health Research Authority \(hra.nhs.uk\)](http://hra.nhs.uk), accessed 07/10/2022

<sup>5</sup> Healey, M., Jenkins, A. and Lea, J. (2014) *Developing research-based curricula in college-based higher education*. York: Higher Education Academy.

<sup>6</sup> Boyer, E. (1990) *Scholarship Reconsidered: Priorities of the Professoriate*. New York: The Carnegie Foundation for the Advancement of Teaching.

- Curriculum Design, including employer engagement
- Quality Enhancement
- Students as Partners
- Professional Development.

They include measures relating to assessing employer engagement, learning gain, developing a scholarly culture, students as partners in research, peer observation and review, learning communities, capture and dissemination (going public), student induction, research ethics and professional identity.

The Framework helps to promote, support and capture scholarship, and generate data for external HE processes – Quality Reviews, applications for the Teaching Excellence Framework (TEF) and any possible future application for Degree Awarding Powers.

## **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 scholarship 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 scholarship 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 Developmental Observation Process and Peer Review**

In order to support and facilitate continuous improvement and development of high quality Teaching Learning and Assessment, UCS has a Developmental Observation Process in which all teaching staff (regardless of the level or type of teaching) are observed each year using a developmental, non-graded approach. In addition to this, those delivering HE programmes are strongly encouraged to engage in Peer Review.

Peer Review 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.

Participation in the Developmental Observation and Peer Review processes are key elements of UCS’s approach to staff scholarship and their engagement in keeping up-to-date

with their subject specialisms and embedding it into teaching. These processes will monitor the use of scholarship to inform teaching and raise awareness of it amongst students. They also provide some of the evidence needed to support an application for Fellowship of the Higher Education Academy through Advance HE.

### **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 scholarship. Staff are encouraged to engage with the TLA Quality Team either through requesting mentoring support, other support, giving feedback or participating in the scholarly and development opportunities they provide. The 7 Ways Evaluation of TLA Policy and the Peer Review Policy provide 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. 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 scholarship 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 for Higher Education holds this up as a worthwhile scheme for HE providers to engage in and many universities align their structures to this framework. Engagement in this scheme demonstrates a personal and institutional

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<sup>7</sup> Advance HE (2021) *Fellowship*. Available at: <https://www.advance-he.ac.uk/fellowship> (Accessed: 1 October 2021).

<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: 30 September 2021).

commitment to professionalism in teaching and learning 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 of the Higher Education Academy (HEA):

- 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. There are accreditation routes available via some of the UCS partner universities.

Depending on the number of applications in a year, the intention would be for a partial cost 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. Staff should apply to the Head of Higher Education for funding.

Fellowship brings a range of benefits for individual UCS staff:

- Consolidates personal development and evidence of professional practice in their higher education career
- Provides a valuable measure of success in HE professional practice
- Demonstrates commitment to teaching, learning and the student experience, through engagement in a practical process that encourages research, reflection and development
- Individual expertise is acknowledged with the use of post-nominal letters (AFHEA, FHEA, SFHEA, PFHEA)
- Provides institutional assurance that Fellowships are an important indicator that UCS is fully aligned with UKPSF practice and demonstrates a badge of assured quality (Advance HE, 2018).<sup>9</sup>

UCS provides access to templates and guidance documents to support HE staff with their HEA Fellowship applications. Staff can access these documents via the HE Community of Practice Teams site. New applicants are also supported via the internal buddying/mentorship scheme.

UCS holds an Affiliate institutional membership to Advance HE. This membership provides a number of benefits:

- An online network and community of practice - Advance HE Connect
- Discounts on Fellowship applications for individual members of staff
- A dedicated Advance HE membership contact
- Collaborative Development Fund to support project
- Access to Strategic Advisory Groups
- Opportunities to apply for the Teaching Excellence Awards

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<sup>9</sup> Advance HE (2021) *Fellowship benefits*. Available at: <https://www.advance-he.ac.uk/fellowship/fellowship#benefits> (Accessed: 5 October 2021).

- Access to EDI Advice Line
- Access to an extensive portfolio of Advance HE programmes, conferences and events with member discounts.

### **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>10</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

UCS will review these key performance 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 scholarship and personal development to be recognised.

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<sup>10</sup> Department for Education (2017) *Teaching Excellence and Student Outcomes Framework Specification*, p.25. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/658490/Teaching\\_Excellence\\_and\\_Student\\_Outcomes\\_Framework\\_Specification.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/658490/Teaching_Excellence_and_Student_Outcomes_Framework_Specification.pdf) (Accessed: 1 October 2021).

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 towards 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). There are accreditation routes available via some of the UCS partner universities. | Email the Head of HE to request funding. Applications will be considered on an individual basis taking account of the number of applicants each year.  |
| Financial contributions for higher qualifications | To support 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 an application form to the Research and Library Services Manager. All relevant documents are available via the Staff Research Guide on the VLE.   |

## 6. Related policies at Bridgwater & Taunton College / University Centre Somerset

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

## 6.1 External reference points

- The revised UK Quality Code for Higher Education (2018) that came into force in August 2019 expects that 'staff draw on scholarship, research and professional activity to facilitate student learning which may include conventional research (discovery of new knowledge), innovative application or integration and synthesis of existing knowledge (for example, in professional practice), or the study of learning and teaching processes and practices (pedagogic development). Teaching staff model good academic practice to students which reinforces their understanding and appreciation of ethical research behaviours and academic integrity'<sup>11</sup>.
- **'Capturing an HE ethos in college higher education practice'**<sup>12</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>13</sup>.
- UCS is an early adoptee of the Scholarship Framework<sup>14</sup>, which supports and enhances a scholarship culture in College-Based Higher Education institutions.
- UCS works in line with the latest Office for Students (OfS) guidance in relation to Degree Awarding Powers. Its latest guidance sets out specific research and scholarship characteristics for institutions seeking to award degrees. These requirements include 'a responsibility for ensuring that staff maintain a professional understanding of current developments in research and scholarship in their subject and, where applicable, keep in touch with practice in their professions and for ensuring 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>15</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>11</sup> QAA (2018) *UK Quality Code for Higher Education: Advice and Guidance Learning and Teaching*. Available at: <https://www.qaa.ac.uk/quality-code/advice-and-guidance/learning-and-teaching> (Accessed: 1 October 2021).

<sup>12</sup> Simmons, J. & Lea, J. (2013) *Capturing an HE ethos in college higher education practice*. Available at: <https://scholarship.excellencegateway.org.uk/resources/capturing-he-ethos-college-higher-education-practice> (Accessed: 27 September 2021).

<sup>13</sup> Lea, J. (ed.) (2015) *Enhancing learning and teaching in higher education*. Maidenhead: Open University Press.

<sup>14</sup> The Education and Training Foundation (2021) *The Scholarship Framework*. Available at: <https://scholarship.excellencegateway.org.uk/> (Accessed: 30 September 2021).

<sup>15</sup> Office for Students (2018) *Securing student success: regulatory framework for higher education in England*. Available at: <https://www.officeforstudents.org.uk/publications/securing-student-success-regulatory-framework-for-higher-education-in-england/> (Accessed: 27 September 2021).





## 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)

|  |
|--|
|  |
|--|

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

|  |
|--|
|  |
|--|

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

|  |
|--|
|  |
|--|

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

|  |
|--|
|  |
|--|

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

|  |
|--|
|  |
|--|

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:

|  |
|--|
|  |
|--|

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]:

|  |
|--|
|  |
|--|

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 |
|------|--------------|--|
|      |              |  |
|      |              |  |
|      |              |  |
|      |              |  |

**Link to Masters Programmes**

Is it your intention to link this project to work required for part of a Masters/Doctorate qualification? **YES / NO**

If so, please explain your intention:

**Application for External Funding**

Please identify any other sources of funding you have applied for to support this activity:

Applied to:                                  Sum applied for:                                  Outcome of bid:

Intend applying to:                                  Sum to be applied for:                                  Deadline date of call:

**Budget:** please refer to budget administration guidance for more information. You are not required to calculate your expenditure on the form. Please enter staffing hours that will be undertaken as part of the project, including dissemination. Costs need to be provided for travel and subsistence (if applicable).

|  | <b>Release of time involved? Yes/No</b> | <b>Actions/activities to be undertaken</b> | <b>Total Hrs for Activity [for each named person]</b> | <b>Expenditure calculations [For Committee use only]</b> |
|--|---|--|---|--|
| <b>Staffing</b> [ <i>clearly state the name and the hours this individual will undertake</i> ] |   |  |   |  |
|  |   |  |   |  |
|  |   |  |   |  |
|  |   |  |   |  |
|  |   |  |   |  |
|  |   |  |   |  |
| <b>Dissemination costs</b>   |   |  |   |  |

| Other  | Details | Cost |
|--|---------|------|
| Travel/Subsistence [ <i>for each named person</i> ]<br>Please refer to<br>Bridgwater &<br>Taunton College's<br>Travel and<br>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. Approved 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 (please note that research is not permitted by the NHS Health Research Authority at undergraduate level, please see 4.4.1 and visit [Student research - Health Research Authority \(hra.nhs.uk\)](http://Student%20research%20-%20Health%20Research%20Authority%20(hra.nhs.uk)) for further information).*

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 Scholarship 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
- Presentations of PhD and MA research at regional and international conferences
- 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'
- Providing an innovative, sustainable model for Creative Arts Higher Education delivery
- Developing flexible Higher Education curricula in animal and countryside management
- Advance HE Framework for student engagement through partnership: the benefits and challenges for teaching, learning and assessment
- An investigation into the effectiveness of the Advance HE Framework for Flexible Learning on HE provision within FE Institutions
- Training lecturers to teach 'brain training' and adopt 'growth mindset' to improve outcomes in math achievement
- Reflective storytelling in early years
- Developing fully online distance learning programmes in Education and Training
- Research into the HE Learner Journey
- Enhancing the profile of A level/IB languages in the A level/ IB Dept at the College

- The effect of polarisation training on blood lactate thresholds
- Writing a contextual theory publication for Media Make-up artists and creature/character designers
- Delivering presentations at the AoC HE Research & Scholarship conferences on UCS research and scholarship journey
- Delivering presentations at partner university conferences on the “Embedded Librarian” concept

**Research projects funded in recent years:**

- Leadership practices in Further Education
- Impacts of building thermal performance on occupant comfort – a case of a College building
- Coaching for success in English GCSE
- Using digital technologies for real-time micro-targeting and progress tracking for FE and HE Students
- Adding value in A-levels: *Be The Change* project
- Impacts of case-study projects on HE students’ apprenticeship skills and competences at the workplace
- Impacts of environmental sustainability on energy efficiency performance of HE buildings – a case study of College buildings
- Optimising virtual reality and augmented reality in educational delivery
- Observing online teaching
- Impact of consumer technology on learning, both in and out of the classroom
- Developing alternative energy sources for FE sites: a case study of BTC’s Waste-to-Energy Prospect

### 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 scholarship   |                        |                      |
|  | 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   |                        |                      |