**2021**

# Scholarship and Research Framework (HE04)

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Description:

This framework document details the expectations for training of higher education staff and the expectations for developing research and scholarship.

For further advice on how the code of practice works, you should contact the HE Quality Office.

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This document is available in alternative forms.

| Change | |
|---|---|
| 1.0 | New |

## 1.0 Introduction

1.1 The Code of Practice Approaches to Scholarship and Research provides guidance on the processes used to develop scholarship and research within TEC Partnership.

1.2 Users of this code should refer to processes contained within the Higher Education Teaching, Learning & Assessment Strategy and Evaluation of HE Teaching, Learning and Assessment Policy

1.3 The Higher Education Research and Scholarship code of practice has the following key objectives:

 i. To ensure that all staff, engaged with the delivery of Higher Education, employed by the Partnership undertake appropriate, relevant, high quality research and scholarly activity;

ii. To ensure that all staff engage in continued professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice where appropriate;

iii. To provide an evidence based, impact assessed, log of research and scholarship to allow maintenance of degree awarding powers status;

1.4 Any processes adopted by a college within TEC Partnership must not impinge on the academic freedom of staff or students.  The Office for Students (2018) states that a key public interest governance principle is that Academic staff at an English Higher Education provider have freedom within the law to:

- Question and test received wisdom;

- To put forward new ideas and unpopular opinions.

1.5 The contract of employment for staff states that "TEC Partnership affirms that staff have freedom within the law to question and test received wisdom relating to academic matters and to put forward new ideas and controversial or unpopular opinions about academic matters without placing themselves in jeopardy or losing the jobs and privileges they have at TEC Partnership".

1.6 Academic staff are free to pursue their research interests without interference. However, in some circumstances may be offered remission from contracted teaching hours for research and scholarship activities. TEC Partnership reserves the right to not give remission for all activities.

1.7 The policy recognizes the categories of scholarship defined by Boyer namely:

| Category | Description |
|---|---|
| Scholarship of Teaching and Learning | The systematic study of teaching and learning processes.  It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and |

| Category | Description |
|---|---|
| | evaluation by others |
| Scholarship of application / Engagement | Goes beyond the service duties of a programme leader to those within or outside the college.  It involves the rigor and application of disciplinary expertise with results that can be shared with and/or evaluated by peers |
| Scholarship of Integration | Synthesis of information across disciplines, across topics within the discipline or across time. |
| Scholarship of Discovery | Original Research that advances knowledge. In the discipline or subject area. |

Boyer, E. (1999/2016) *Scholarship Reconsidered: Priorities of the Professoriate*. (Updated and expanded by Moser,D., Ream, T.C., and Braxton, J.M.) San Francisco: Jossey-Bass.

## 2.0 New Tutor in Higher Education

2.0.1 Whenever a new member of staff or a member of staff with Further Education experience begins teaching in Higher Education they are expected to complete, in addition to their college processes, the New Tutor to Higher Education training package.

2.0.2 This package consists of 5 sessions and preparation/follow up work which nominally takes 20 hours of time.

2.0.3 The package is delivered by a Fellow of the Higher Education academy who is an experienced higher education tutor.  The programme is aligned to Descriptor 1 of the UKPSF.

2.0.4 The indicative content covers:

i. The UKPSF and seeking Fellowship
ii. The HE Regulatory Landscape
ii. Key Documents (QAA Benchmark Statements, FHEQ, Quality Code / OfS Conditions of Registration / Internal Codes of Practice)
iii. Assessment
iv. Programme Design
v. Teaching and Learning Methods

2.0.5 Assessment for the programme is a reflection on practice which is aligned to the expectations of the UKPSF fellowship application.

## 2.1 Fellowship of Advance HE / HE Academy

2.1.1 Application for recognition of the professional body, the HEA, is mandated within 2 years of starting teaching in Higher Education.

2.1.2 The application process is supported through supportive development sessions at each college.

2.1.3 In some instances the fee may be paid for by the staff development fund at the relevant college.

2.1.4 Applications will be made directly by the applicant to Advance HE following the system for assessment set by the body.

2.1.5 A central resource area to support colleagues will be maintained.

## 2.2 Ongoing Training Resources

2.2.1 A training area for professional development will be maintained in order to help continually develop staff. All staff with RTS across TEC Partnership have access to this area.

2.2.2 All HE staff from across TEC Partnership have potential access to Community and Practice. This weekly practice sharing session hosted at Grimsby and normally recorded is one of the main methods of training for Grimsby based TEC Partnership staff.

2.2.3 Each college in TEC Partnership is responsible for ensuring staff are engaged in training activities commensurate with their role and for keeping a record of these activities for review.

## 3.0 Managing Scholarship

3.0.1 All teachers of higher education should be engaging in a form of scholarship. For contracted and benchmarked staff there is an expectation that outputs from their scholarship are shared. For staff on casual contracts there is an expectation that their scholarship profile is captured and shared with TEC Partnership.
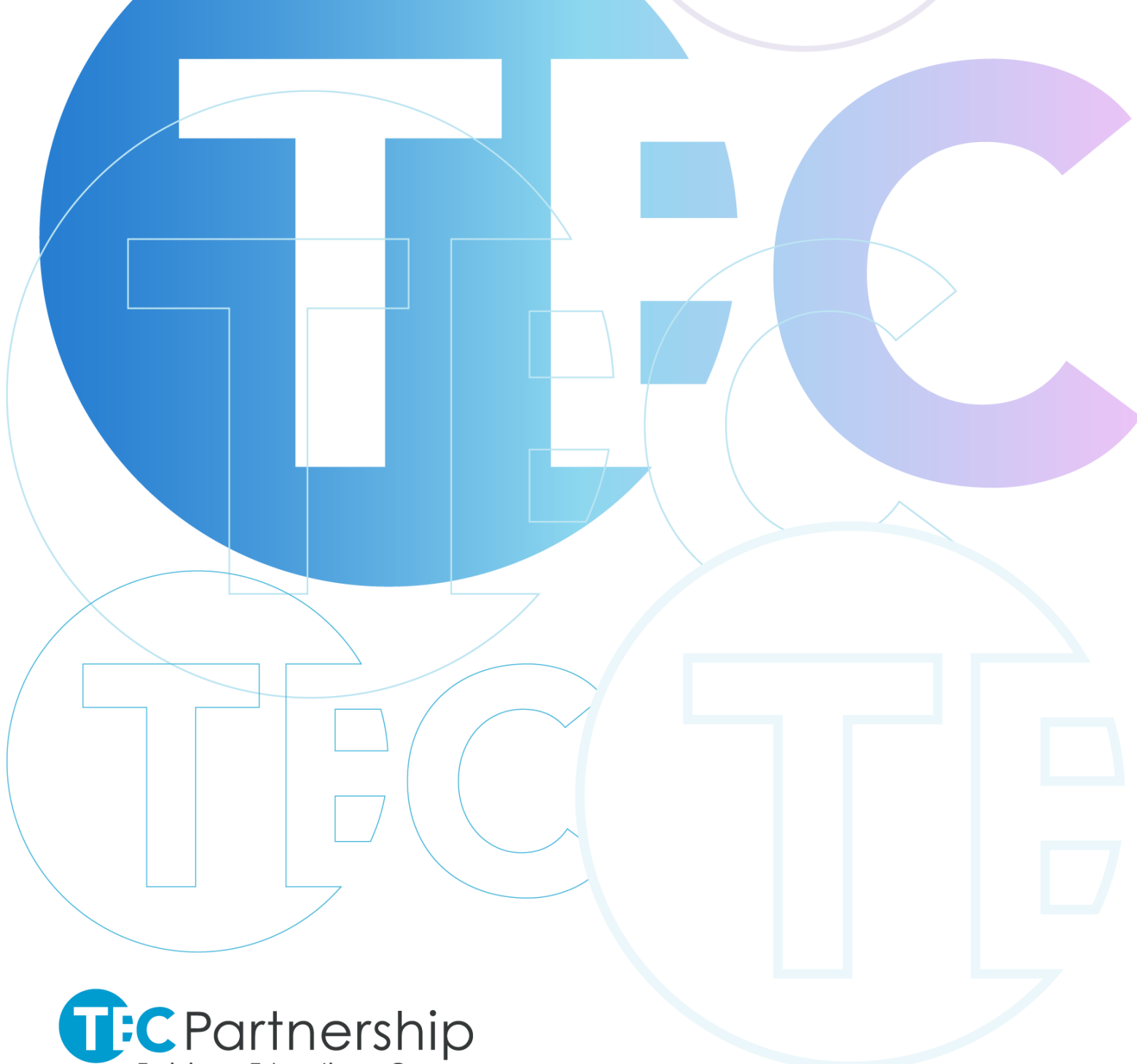
3.0.2 Each Colleges Staff Development Manager should contribute to the Central Record of Scholarship. This Central Record of Scholarship should capture the position of each staff member teaching Higher Education. It should capture highest level qualification, PGCE status, Professional Body Status, publication list, conference list, professional/subject area engagements, and other.

3.0.3 The subject area management or college management (where a whole site approach is mandated) will be responsible for setting targets for their staff to hit the KPIs identified in the Teaching, Learning & Assessment Strategy. These are captured in the Scholarship Progress Tracker and is reported to the Higher Education Quality Improvement Committee (HEQIC).

## 3.1 Types of Scholarship

The following is an indicative list of activities which could be deemed as scholarship.

| Scholarship Type | Type |
|---|---|
| Undertaking the New Tutor in Higher Education | HE CPD |
| HE Committee attendance (specifically the Ethics committee, mitigating circumstances, Unfair means, APL, Appeals, Chairing) | HE CPD |
| Seeking Fellowship of the HEA | HECPD |
| Industrial updating with output shared in paper / reflection on TECP Creates site or at the conference. | Scholarship |
| Writing of new HE programmes (Programme leading to new market in HE provision) – Hours allocated as part of Stage 1 Validation application | Scholarship |
| Delivery for a professional bodies or group such as the Higher Education Academy | Scholarship |
| Participation in college, regional or national development forums to maintain currency of knowledge, expertise or share practice. | Scholarship |
| Working towards and attaining higher level qualifications to support teaching with a published reflection on TECP Creates | Scholarship |
| Maintenance of professional body status/ currency with reflection on TECP Creates | Scholarship |
| External Examiner or reviewer roles | Scholarship |
| Members of validation panels (including internal panels) | Scholarship |
| Delivering CPD to employers | Scholarship |
| Externally published narrative work and/or research | Scholarship |
| Presenting papers at professional or other events | Scholarship |
| Publishing articles in journals, magazines, newspapers etc. (work outside the definition of research), also narrative or summative work rather than original research | Scholarship |
| Presentation of artistic or performance related work to answer a theme or social statement connected with our communities | Scholarship |
| Speaking at conferences | Scholarship |
| Consultancy work | Scholarship |

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