



2020

Teaching, Research and Scholarship (HE04)

 **Partnership**
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Description:

Whilst taking into account regulations within partner Universities, this code of practice makes clear the processes that must be adopted within higher education across the TEC Partnership in relation to the benchmark of higher education staff and the application and maintenance of Recognised Teacher Status.

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.

1.0 Introduction

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

1.2 Users of this code should refer to processes contained within the Staff Development Strategy and the Observation of Teaching, Learning and Assessment Policy.

1.3 The Higher Education Teaching, 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;
- iv. To ensure that Higher Education teaching staff have the correct qualifications and experience.

1.4 The process and application contained within this code of practice do not impinge on the academic freedom of staff or students at TEC partnership. 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, this code of practice discusses the processes to apply for remission from teaching benchmark for research and scholarship activities. TEC Partnership reserves the right to not give remission for all activities.

2.0 Remission

2.1 All teaching staff with a benchmark, or part of a benchmark, within Higher Education, are expected to make contributions to the research and scholarship profile of TEC Partnership.

2.2 The minimum expectation associated with the granting of remission is that in all activities there should be clear and measurable outcomes and impact from the work. In addition, it must either:

- i. Inform directly the teaching and learning undertaken within the TEC Partnership;
- ii. Make a contribution within to the communities which TEC Partnership supports;
- iii. Must make a contribution to a body of knowledge.

2.3 In order to receive a reduction in teaching benchmark staff will bid for remission before the beginning of the year.

2.4 The plans will detail the research and scholarly activity which each member of academic staff is planning to undertake in the following year. The application must be completed on the HE04A Remission Application.

2.5 Each Faculty will present their plans for their staff and these will be supported by the Associate Principal and all Curriculum Managers with HE in the area. These must be presented to the Higher Education Research and Scholarship Remission Panel.

2.6 Where staff fail to meet these criteria either by lack of submission or their plans have been rejected by the panel the staff member will not receive the hour's remission associated with research in the following academic year. Where plans have been rejected, staff will be given a further 7 days to resubmit revised plans in response to feedback, before a final decision is made.

2.7 Staff have the right to appeal to the Principal should their application be unsuccessful. This should be completed in writing with all correspondence from the Higher Education Research and Scholarship Remission Panel included.

2.8 At the end of the academic year staff are expected to have delivered their promise of research and or scholarship which formed their bid. This will be monitored through the appraisal process.

2.9 Following the Higher Education Research and Scholarship Excellence Panel meeting the KPIs for the following academic year will be published by the panel to SMT and to governors. These will be available by Faculty and for all of HE.

2.10 Illustrative key dates for this process are as follows:

April	GI Creates Conference themes released to all staff by HE team.
June	Team submit plans to Curriculum Manager
July	Curriculum Managers present all plans to Higher Education Research and Scholarship Remission Panel
July	Panel sends feedback to all staff
	If successful staff work towards this target. If unsuccessful staff have 7 days to update their application and resubmit.
August	If a staff member wishes to appeal following resubmission to the panel they should write to The Principal stating their grounds for appeal and including all feedback from the panels
November	Targets for all activities set in PDR.
April	Staff provide an update on their work so far to curriculum manager
July	All works completed and assessments completed

3.0 Examples and Indicative Criteria

3.1 Whilst the Higher Education Research and Scholarship Remission Panel reserves the right to refuse to grant remission to a project because it has not demonstrated the necessary quality to aid the delivery of these strategic objectives, it recognises the important concepts around academic freedom and cannot refuse a project based on content, research area or epistemological position.

3.2 All scholarship or research projects receiving remission (with the exception of reflective pieces) whether empirical or theory based should seek ethical approval from the Institute ethics committee following the granting of remission.

3.3 The following examples provide guidance to staff and are an indicative description of the standard, and scope, of any piece of research or scholarship activity attached to different levels of remission:

- Attracting 20 hours of remission - A single staff member has written a reflection/evaluation of the implementation of a teaching and learning method, artistic or performance work which has contributed to understanding of the pedagogical discipline. This will be presented in any form to the TEC Partnership Teaching and Learning Conferences and/or in an internal publication;
- Attracting 60 hours of remission - A project which has involved an empirical assessment of impact of any activity of the TEC Partnership with a paper being presented at the TEC Partnership Conferences and/or in an internal publication;
- Attracting 80 hours of remission – A project which has involved an artistic/performance work with a substantial written evaluation of the theoretical underpinning of the work, and its impact on pedagogy or our communities;
- Attracting 100 hours of remission - A project which has involved collaboration with others (staff members, students or other stakeholders) as co researchers; to conduct an empirical piece of research or assessment of any activity within the group or our community. The results of this should be presented at the TEC Partnership Teaching and Learning -Conference or other conferences and/or in an internal or external publication;
- Should a project/paper be presented at other conference(s), where the TEC Partnership is receiving branding within conference booklets, staff will be supported to deliver by a further reduction in benchmark to allow this delivery day through normal staff development activities.

3.4 Key performance indicators will be set each year following the meeting of the Higher Education Research and Scholarship Remission Panel under the following categories (The list is not exhaustive):

Key Performance Indicator for scholarship (KPI)	Type	Target for academic year
Undertaking the HE new starter programme	HE CPD	
HE Committee attendance (specifically the Ethics committee, mitigating circumstances, Unfair means, APL, Appeals, Chairing)	HE CPD	
Undertaking the GIFHE Leadership and Teacher Excellence programme	CPD/ Scholarship	
Industrial updating	Scholarship	
Leading staff development activity either in College or more widely	Scholarship	
Writing of new HE programme (Programme leading to new market in HE provision) – Hours allocated as part of Stage 1 Validation application	Scholarship	
Involvement with professional bodies or groups such as the Higher Education Academy	Scholarship	
Participations 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	Scholarship	
Maintenance of professional body status/ currency	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 / Research	
Presenting papers at professional or other events	Scholarship / Research	
Publishing articles in journals, magazines, newspapers etc. (work outside the definition of research), also narrative or summative work rather than original research	Scholarship / Research	
Presentation of artistic or performance related work to answer a theme or social statement connected with our communities	Scholarship / Research	
Speaking at conferences	Scholarship / Research	
Consultancy work	Scholarship / Research	
Community and Practice	HE CPD	

3.5 Achievement of the above KPIs will be measured using the following practices:

- Associate Principals reporting on teaching staff engagement in Research, Scholarship and CPD activity in the HE Quality Assurance Committee;
- Progress and Development Review (PDR) targets and general 1:1 target reviews by managers;
- HE Quality will produce an annual report on Research and Scholarship.

4.0 Remission Time

4.1 All hours in this section are presented based on full time HE activity. For fractional contracts or for those who teach in other areas these should be worked out pro rata.

4.2 A full time member of staff will teach 24 hours a week on average through the academic year.

4.3a If a member of teaching staff teaches solely on a 25 week (+6) model bids for remission should include 6 assessment weeks of 24 hours. This equates to 144 hours for a full time equivalent.

4.3b If a member of staff teaches on a mixed delivery model the hours for remission should be variable dependent on the number of teaching hours delivered on the 25 (+6) model. Applications will vary between 72 and 144 hours for the assessment periods.

4.4 A full time member of staff can claim 120 hours for scholarship activity. 20% of this should be for registry activity and 80% for research activity.

4.5 In order to assist in the calculation the PL and the CM should use HE04B Remission calculator

and HE04C Remission Guidance 201920.

5.0 Recognised Teacher Status

5.1 The purpose of this section is to detail the mechanism through which TEC Partnership can assure itself that those who are employed to support or leading higher education appropriately qualified or experienced for the role.

5.2 This code applies to anyone employed by the Institute who is engaged in delivering or supporting programmes leading to higher education awards.

5.3 RTS is not required for 'guest speakers' involved in providing a limited amount of teaching. Guest speakers must not be involved in any part of the assessment process or in providing academic/ or personal supervision and/or support.

5.4 Delivering includes the following activities:

- i. teaching (including the supervising of dissertations and projects);
- ii. preparation of assessment tasks;
- iii. first or second marking of student output;
- iv. academic and/or personal/pastoral supervision of students.

6.0 Applying for RTS

6.1 Applicants may apply through the academic route. For this entry route the qualifications of staff seeking RTS should be relevant to the discipline they expect to teach and should be to at least the following levels:

Level at which delivering/supporting	Essential	Desirable
Pre-Certificate stage (level 3)	Foundation degree	Honours degree
Certificate stage (level 4)	Foundation degree	Honours degree
Foundation Degree (levels 4 & 5)	Honours degree	Masters degree
Honours (level 6)	Honours degree plus studying towards a Masters Qualification PGCE in HE (or equivalent)	Masters degree PGCE in HE (or equivalent)
Masters Degree (level 7)	Masters degree plus PGCE in HE (or equivalent)	Doctorate PGCE in HE (or

		equivalent)
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6.2 Applicants may apply through an experiential route up to Level 5. For this entry route staff seeking RTS must demonstrate that they possess at the following:

- i. no fewer than three years relevant teaching experience including sustained engagement in relevant scholarly activities;
- ii. relevant professional qualifications no fewer than three years other relevant professional/industrial experience.

6.3 Where an applicant is appointed RTS in accordance with either entry route but has fewer than three years teaching experience the Institute must provide the applicant with an appropriate induction to delivering/supporting provision in higher education prior to commencing the designated role.

7.0 Process of application for appointment

7.1 A person must not commence the delivery/supporting of provision until their application for RTS has been approved in accordance with this code of practice. Applications must be submitted using HE04D RTS Application.

7.2 It is the responsibility of the Curriculum Manager (or equivalent) to ensure that delivery/support does not begin before approval has been granted.

7.3 Applications for RTS and Experience Logs should be submitted no fewer than 30 working days before the intended start date to HEQA@grimsby.ac.uk.

7.4 The applications will be presented at the RTS Meetings which will be held monthly.

7.5 The Recognised Teacher Status Panel will comprise of:

- Academic Registrar and HE Quality Manager;
- Associate Principals;
- Group Director of Quality (Chair);
- Degree Compliance Officer (Secretary);
- Member of Human Resources;
- Staff Development Manager.

7.6 The Recognised Teacher Status panel is responsible for determining whether the applicant has satisfied the criteria specified in paras. 6.1 or 6.2 of this code.

7.7 The Recognised Teacher Status panel may grant either 'RTS' or 'RTS with restrictions' based on the areas outlined on the application.

7.8 Restrictions must detail the activities which it would be inappropriate for the member of staff to undertake without support or guidance from a colleague with RTS. They can be focussed around the following activities:

- Teaching (including supervision of projects / dissertations),

- Assessment Preparation,
- Assessment Marking / Second Marking,
- Academic / Pastoral Supervision.

7.9 The Curriculum manager must provide the relevant support to ensure the conditions are met.

8.0 Informing the applicant

8.1 The HE Quality and Standards department must inform the applicant via email of their decision within five working days of the date of the RTS meeting.

8.2 In the case of approval 'with restrictions', these should be detailed together with the reasons for them. The email should explain timescales within which restrictions could be removed and the process for applying to extend RTS.

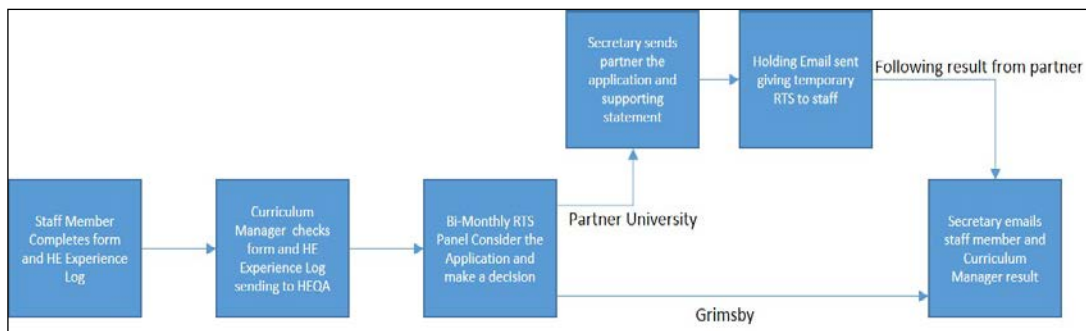
8.3 Where the Recognised Teacher Status panel judges that it is not appropriate to grant RTS in any form they must state the reasons for the decision and provide clear guidance on what steps the applicant needs to take to be eligible for RTS. RTS Register

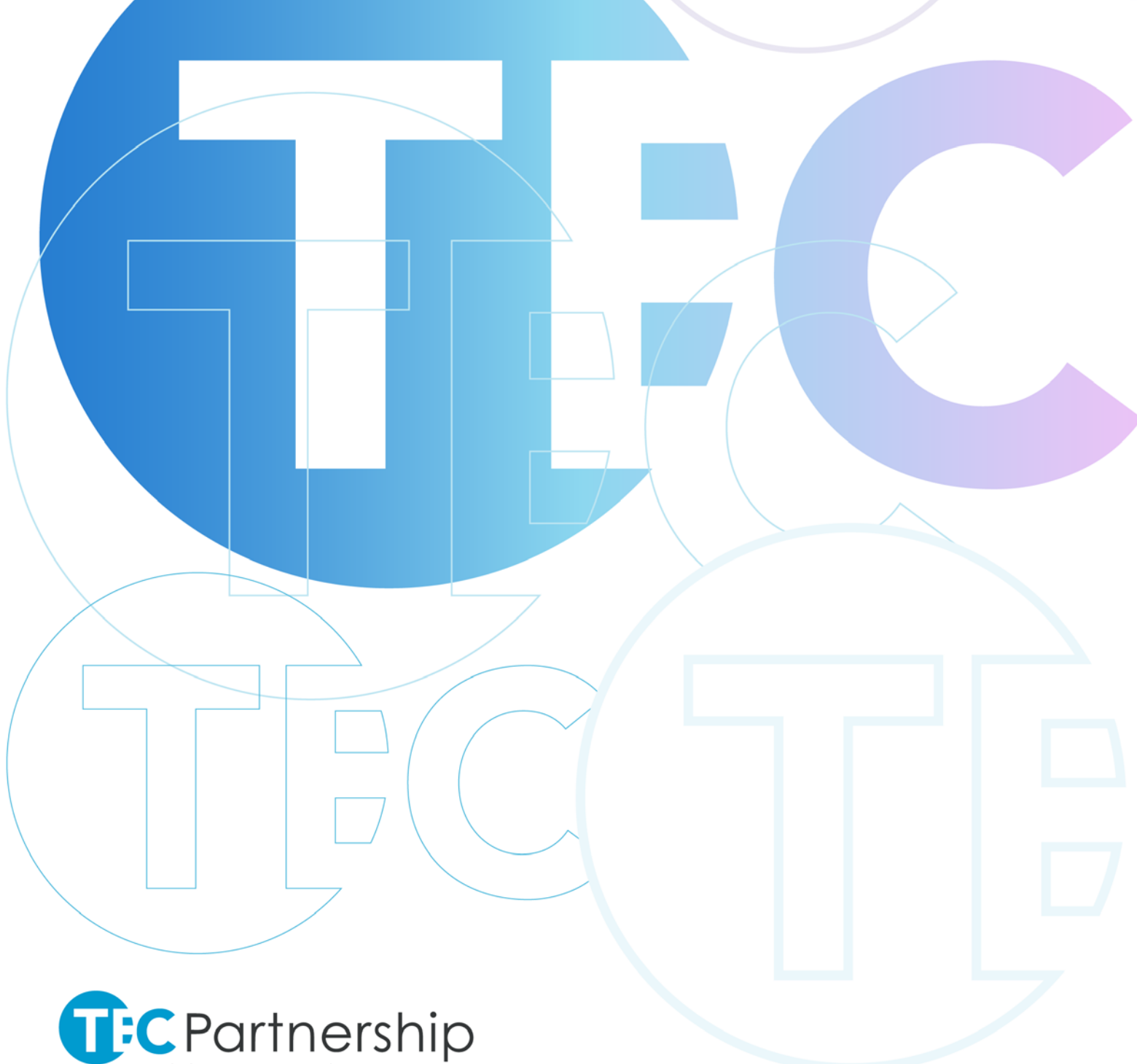
8.4 Where an application is approved (with or without restrictions), HE Quality and Standards department must ensure that the appointment is recorded on the Institute's RTS spreadsheet.

9.0 Termination of RTS

Where evidence is provided, through complaints or annual monitoring processes, that serious issues exist with the quality of teaching the Institute may terminate or re-evaluate the Recognised Teacher Status of the person in question. It is the responsibility of the Curriculum Manager and Associate Principal to ensure that appropriate human resource and staff development policies are used to assure the continuing professional development and suitability of their staff.

10.0 Flow Chart for RTS Application





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